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ABSTRACT

This handbook is intended as a guide for community college administrators in setting up human services programs. (Human services programs refer here to training programs for paraprofessionals involved in helping people.) Data were gathered from 176 two-year colleges regarding the human services curricula offered in 1970-71. In Part I, the survey is described, as well as the human services student and curriculum in general. In Part II, nine human services fields are presented: (1) child day care; (2) education--library and teacher aides; (3) fire prevention; (4) government services; (5) hotel, motel, and food services; (6) law enforcement; (7) health; (8) parks and recreation; and (9) social work. For each field, initiation of the program, costs, faculty, students, curriculum (including examples of specific college curricula), accreditation, employment opportunities, and suggestions are explored. A brief section about programs that closed is included. Four appendixes--a bibliography of social problems that relate to human services needs, a taxonomy of human services occupations, a mailing list (of participating two-year institutions), and a copy of the questionnaire for human services curricula and accompanying letter--are provided. A bibliography and a list of selected publications available from the Center for the Study of Higher Education are also included. (KM)

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Human Services Occupations in the Two-Year College: A Handbook

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Preface

This handbook is the result of an investigation of human services curricula offered in community colleges across the country in 1970-71. Human services as defined in this handbook are "those areas of human interaction in which someone with a need—physical, social, or psychological—meets someone who has been prepared to help him, often, though not always, on a person-to-person basis."

This handbook is designed to provide information regarding human services programs, to aid community college administrators in their decisions to offer or not offer certain programs depending on the experiences of others. It is hoped that the reader will be caught up in the spirit of adaptation and innovation that marks these programs.

We express our deep appreciation to those 176 two-year colleges that cooperated in the data-gathering aspect of this program. Their comments, as well as their responses to the questionnaire, were most helpful.

We are also pleased to acknowledge a grant from the Penn State Foundation which supported the publication of this handbook.

PART I

Human Services Education and the Community College

Introduction

> The expansion of the "two-year college" has been one of the most notable developments in post-high school education in twentieth-century America. . . . These (institutions) respond to the increasing demand for a greater variety of more accessible training and education, while at the same time helping other colleges and the universities to concentrate a greater proportion of their energies than would otherwise be possible on upper division, graduate, and professional work. . . . Community colleges are not designed, however, merely to relieve enrollment pressures on senior institutions. They have a role and integrity of their own.[1]

One aspect of this role is the offering of two-year vocational programs and one-year certificate programs designed to prepare graduates for immediate career employment. Other two-year institutions, such as branches of large universities and private two-year colleges, already offer such programs. However, the efforts of community colleges to move toward open admissions and their unique opportunity to identify and respond to the needs of the communities they serve increase their potential impact in this area of higher education.

Although these one- and two-year programs can be classified in many ways, generally they fall into two categories: production-centered and human services-centered, though the line of demarcation between the two is sometimes vague. Examples of production-centered programs are those dealing with various branches of engineering technology, aviation maintenance, and highway construction. At the opposite end of the spectrum are the "pure" human services programs training psychiatric aides, case workers, nurses, and community recreation supervisors. Certain programs fall between the two areas. For example, someone trained in food preparation and employed as a chef in a resort hotel is certainly in a production occupation, but if he is employed by a community agency providing hot meals for the aged or indigent, he is just as certainly providing a human service.

1. The President's Committee on Education Beyond the High School, *Second Report to the President* (Washington, D.C.: U.S. Government Printing Office, 1957).

This publication is concerned with the human services end of the continuum. The American Association of Junior Colleges employs the concept that "human services" is limited to one phase of activity —primarily govermental work or work dealing with individuals on a social service basis.[2] For the purposes of this study, a much broader definition was employed. Briefly, "human services occupations" include those areas of human interaction in which someone with a need—physical, social, or psychological—meets someone who has been trained to help him, often, though not always, on a person-to-person basis. As the complexity of our society increases, providing a greater life expectancy, more leisure time, shorter work days and weeks, and denser population areas, human problems will increase concomitantly. The prospect is that human services programs will be developed to help solve these problems.

Some of the trends toward greater needs in human services fields are already realities. In Pennsylvania alone, 5,340 new human services workers are required in fiscal 1971 (July 1970-June 1971). These people are needed to fill vacancies in such positions as caseworker (566), inhalation therapist (117), medical laboratory technician (372), medical technician (161), nurse (3027), psychiatric social worker (50), surgical technician (145), and psychiatric aide (525).[3] As might be expected, the greatest needs are found in the broad field of health services.

Our purpose, however, is not to educate the reader as to the needs and benefits of such programs, for he is probably already aware of them.[4] This publication is to help community college and other two-year college administrators become better acquainted wih some of the pitfalls to be avoided in planning new programs and recognize the additional needs in finance, faculty, and facilities. It will also provide examples of curricular patterns.

To achieve these ends, data for this study were collected in two phases. To an initial request for catalogs, descriptive brochures, letters, and such material from two-year colleges across the country,

2. Expressed by Dr. Andrew Korim, Specialist in Human Service Career programs of the AAJC, in conversation on April 2, 1971.
3. *Pennsylvania Manpower Requirements*, Labor Market Information Section (Commonwealth of Pennsylvania: Department of Labor and Industry, April, 1970).
4. For readers interested in areas served by human services programs, refer to Appendix I — "Bibliography on Social Problems That Relate to Human Services Needs."

176 colleges responded. From these sources, and using as a criterion the definition of human services stated previously, this study has identified nine human services fields.* Within these nine fields, a total of 1006 human services occupation programs was found to be offered by the 176 schools in 1970. This large number of different programs serves to illustrate the extent to which paraprofessionals have moved into the human services, and the potential impact of two-year college education on the effectiveness of these services. The nine fields are listed below, but the complete taxonomy of human services occupations is found in Appendix II.[5]

1. Child Day Care
2. Education
3. Fire Prevention and Safety
4. Government Service
5. Hotel, Motel, and Food Services
6. Law Enforcement and Corrections
7. Health
8. Parks and Recreation
9. Social Work

In phase two, 500 questionnaires were sent to the heads of specific human services programs at 189 two-year colleges representing the country's different geographical areas. (Appendix III contains a complete mailing list.) Program heads were asked to give specific information about their particular programs—how they were initiated; necessary funds, faculty, and facilities; characteristics of the curricula; accreditation status; information on placement of graduates in jobs; and additional information. (See Appendix IV for the sample questionnaire.) Of the 500 questionnaires sent, 281 (56.2 percent) were returned, 55 of which came from heads of programs that had not yet begun or had been discontinued for one reason or another. Many of these 55 questionnaires contained statements discussing the reasons for closure of certain programs and thus yielded some valuable in-

* Originally, and as published in a "Preliminary Report," there were twelve fields, but Transportation and Communication has been eliminated from this study because of the structures of the definition adopted previously, Environmental Services has been deleted because of insufficient data, and Institutional Services has been included with Hotel, Motel, and Food Services.

5. See also, Martha A. Burns, *New Careers in Human Service: A Challenge to the Two-Year College. A Preliminary Report* (University Park, Pa.: Center for the Study of Higher Education, March, 1971).

formation for schools contemplating the offering of similar programs. No follow-up procedures were utilized.

The importance of the community to the workings of human services programs at community colleges was revealed in the data gathered. Heads of human services programs reported that 80 percent of their students came from the surrounding community, 61 percent of the new programs were in response to community pressure, 86 percent of new faculty were recruited through local professional groups or individual contacts within the community, and 97 percent of the practicum opportunities were found in the community. It appears from this data that community colleges are indeed responding to community needs.

The questionnaires returned yielded data on two additional aspects of human services education deserving of particular attention here: Who is the human services student, and what are the characteristics of the curriculum he completes? Discussion of these two questions serves as an introduction to Part II of this report, which details characteristics of programs in the nine principal areas of human services education.

1 / The Human Services Student

The human services student has been discussed to a limited degree in studies dealing with community college students in general, but human services students have not been treated as a select group.[6] The present authors did not attempt to identify the most significant features of human services students as a total group.

Most students attending community college programs in the human services live near the colleges they attend. According to the questionnaire, 80 percent of all students enrolled in all human services programs at all schools live within a fifteen-mile radius. In addition, with 72 percent of these students finding employment in this same community after graduation, it is safe to conclude that human services students are local people serving local needs.

Though many schools offered opportunities for retraining the individual who had been replaced or whose skills had become obsolete, the program heads involved in this study indicated that a majority of human services students were in a formal educational program for the first time. Of 226 responses to a question relative to this point, 122 (54 percent) indicated that *all* of their human services students were in an initial training program and were in school for the first time. This conclusion is supported by data gathered on the time of day that most human services classes were held. Ninety of the 220 responding programs offered human services classes during the day only, while 19 offered classes at night only, and 111 provided both day and evening programs. It is likely that the nineteen schools offering only evening programs were engaged primarily in retraining as opposed to new training. Quite probably, the majority of students who were employed full time (and 35 programs indicated that from 75 to 100 percent of their students were employed full-time) would also attend evening classes and be involved in retraining.

The precollege scholastic experiences of these human services students was indeed varied. Slightly more than one-half were recent

6. Alex Gartney and Harriet Johnson, *An Examination of College Programs for Paraprofessionals* (New York University: New Careers Development, October 1970). Concentrating on one type of student, these authors described in some detail those human services students who were employed full-time in certain human services occupations and were given time off from work to attend classes. These students were often adults who were seeking to upgrade their employment situations.

high school graduates. An investigation of admission criteria used for human services curricula revealed the diversity of the other sources. One hundred eighty-nine programs (84 percent) required the applicant to possess a secondary school diploma; however, certain other criteria were also employed. For example, 155 human services programs (69 percent) recognized and accepted the General Education Diploma (GED) in lieu of a high school diploma. More encouraging, especially regarding the new-career or retraining aspects of these curricula, is the fact that 86 of these programs (38 percent) admitted "adults who are not high school graduates if they are eighteen years or older and give evidence of being able to benefit from this program." Emphasis on interview and testing procedures for admission were corollary aspects of these open admission policies. Table I shows the ten most significant admission criteria ranked according to incidence in evaluation of prospective human services students. (Each program could have more than one criterion.) Note that high school rank, often an important aspect of admission criteria, ranked last.

Are human services students different from other students in the same school? In response to such a question, 39 percent of the program heads said "yes." How are they different? Though the following represents a minority of the descriptive comments, it serves to indicate the kind of differences program heads perceived: "They are people- and problem-oriented, sensitive to the needs of others." "They have a commitment to the idea of community service as a vocation." "They desire to be trained and educated to serve the public." Other comments referred to these students as "humanitarian," service-minded," "quite altruistic," and "idealistic." Thus, more than one-third of the program heads queried felt that the human services student was more committed to service than were other students.

In conclusion, then, the program heads answering the questionnaire offered the following description of the typical human services student: He resides close to the college he attends, is experiencing his first post-high school training, attends class during the day, has recently graduated from high school, and generally finds work in the local area after graduation. Whether he is "different" from other students at his college is open to question, but the data offered some indication that as a group human services students exhibit a certain amount of dedication to service.

TABLE I

ADMISSION CRITERIA OF HUMAN SERVICES PROGRAMS

Rank	*Criterion for Admission*	*Number of Programs*
1	Regular secondary school diploma	189
2	Transcript of high school record	164
3	General Education Diploma	155
4	Personal interview	111
5	Scores from either the College Board or American College Testing Program	98
6	Medical examination	97
7	Age (over eighteen) and evidence of being able to benefit from the program, for adults who are not high school graduates	86
8	Recommendations from high school principal or guidance counselor	57
9	Specialized test(s) required by the department offering the program	48
10	Specified rank in high school graduating class	29

2 / The Human Services Curriculum

The survey of individual colleges which comprised phase one of this study (the collection of college catalogues) revealed the nature of the curricula of human services education programs. This chapter presents a description of curricula based on those data. The information is prefaced, however, by a review of possible approaches to two-year college curricula which may help the reader analyze his point of view on the subject.

There are three basic schools of thought regarding human services occupational education and occupational education in general. These might be referred to as the experiential, liberal arts/general education, and eclectic schools. The experiential school of thought places emphasis on occupational education as a legitimate concern of higher education. Its supporters view curricula containing practical coursework to be appropriate and desirable. Grant Venn, a notable spokesman[7] for this point of view, has noted:

> Higher education should assume a greater responsibility for the education of youth and adults for occupational competence . . . at the less-than-baccalaureate level.[8]

> Many college administrators, who watch 40 percent of their entering freshmen class drop out along the way, act as though the whole problem was far removed from their province, that any time spent

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Most of this chapter appeared in the earlier publication, Burns, *New Careers in Human Service.*

7. Several other authors well acquainted with the field of post-secondary occupational education would agree with Venn:
   a) Angelo Gillie, *Occupational Education in the Two-Year College* (University Park, Pa.: The Pennsylvania State University, Department of Vocational Education, 1970).
   b) Seymour Harris, *The Market for College Graduates* (Cambridge, Mass: Harvard University Press, 1949).
   c) Ivar Berg, *Education and Jobs: The Great Training Robbery* (New York: Praeger Publishers, 1970).
   d) S. V. Martorana and P. F. Hunter, *Administering the Community College in a Changing World* (Buffalo: The University Council for Education Administration and School of Education, State University of New York at Buffalo, 1966).
8. Grant Venn, *Man, Education, and Work* (Washington, D. C.: American Council on Education, 1964), p. 163.

in college is to the good. Their assumption seems to be that the best and only necessary preparation for a job today is the longest possible immersion in academic and professional subjects. This assumption at once fails to heed the factor of youth unemployment and misapprehends the relevance of general education. The liberal, or academic, studies *do* enhance the long-range civic and occupational competence of a person; they *do not,* at least below the baccalaureate degree level and as a rule, qualify young people for meaningful job entry.[9]

The liberal arts/general education point of view differs noticeably in focus from the experiential school of thought. Supporters of the liberal arts/general education point of view emphasize the need for general education not only as the basis for occupational education programs but also as the bulk of the curricular content. This point of view is characterized by Marvin Rapp, who has commented, "With emphasis on technical preparation and specialization, some educators and industrialists rightfully warned that the general aspects of learning must not be ignored . . ."[10] Rapp has also referred to survey courses offered as a part of many occupational programs:

> Like many of the survey courses before them, these general education courses cut across many fields. In attempting subject matter integration in various fields, many of these courses brought an adulteration to the liberal arts. . . . Shallowness rather than depth (in liberal arts content) seemed to result.[11]

In reference to the need for the liberal arts component in all two-year college curricula, Rapp continued: "Some still fail to realize that the stimulation and discipline of liberal arts is needed as much, if not more by the 'terminal technician' student . . ."[12] In summation, Rapp's point of view[13] is: "More emphasis on the liberal arts [is the] trend community colleges should and are beginning to follow."[14]

The eclectic point of view regarding occupational education programs would likely agree with those of experientialists in some ways

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9. Ibid., pp. 13-14.
10. Marvin A. Rapp, "Liberal Arts and General Education," *Junior College Journal* 36:26 (May 1966).
11. Ibid.
12. Ibid.
13. Support for this viewpoint might be expected from Devall and Phenix. W. B. Devall, "Community College: A Dissenting View," *Educational Record* 49: 168, Spring 1968, and P. H. Phenix, *Education and the Common Good* (New York: Harper and Brothers, 1961).
14. Ibid.

and of the liberal arts/general education people in other ways. As the prototype of the eclectic, Norman Harris has stated: "Semiprofessional and technical education is a job for colleges."[15] On the other hand Harris aligned himself to some extent with the general education people when he said:

> It would be expected that the level of "supporting theoretical" courses and "general education" courses would be such that many entering freshmen students might find them too rigorous. Consequently, a "developmental" or "vestibule" program for some first year under-achievers might be necessary. Courses in this developmental core would not carry credit toward the associate degree.[16]

It now becomes pertinent to examine how the human services occupational educational programs offered in the colleges surveyed relate to the three views of occupational curricula cited above. To approach this task, the courses within the curricula must be defined. Five categories should be given special note since they are referred to in later discussion regarding human services curricular emphasis patterns, and are used to describe human services curricula in Part II of this report:

1. *General Academic Subjects* (GA) Courses dealing with general college material from subject areas having little or no direct application to performance of occupational responsibilities. Examples would be "American History," "English Composition," and "College Mathematics" in a human services recreation leader program.

2. *Related Academic Subjects* (RA) Courses with applicability to a field of occupational specialization but not designed or executed as specialized job training courses—"Business Mathematics" in a public administration program, for example.

3. *Skill Theory and Technique Subjects* (STT) Courses that are designed to focus attention on the theoretical basis of an area of occupational specialization, and specifically on the tasks involved in fulfilling the responsibilities of a particular job, such as "Introduction to Library Services" in a library assistant program.

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15. Norman C. Harris, "Major Issues in Junior College Education," *Educational Record* 45:131, Spring 1964.
16. Norman C. Harris, "The Accreditation of Technical Schools — An Analysis of Some Major Issues," *The North Central Association Quarterly* 4:319, Spring 1968.

4. *Laboratory Subjects* (L) Experience-centered courses designed to expose students to techniques needed to perform the duties of a human services paraprofessional. A "Hematology Laboratory" course in a medical laboratory technician program would be an example.

5. *Practicum Subjects* (P) "In-the-field" experience courses that provide student exposure to actual working conditions such as "Supervised Instructional Experiences with Young Children" in a child care program. In certain areas practicum experience is necessary because baking bread or typing blood cannot be learned without practice.

The occupational curricula studied in phase one and for the preliminary report showed varying emphases in the course categories listed above—emphasis determined by occupational requirements. For example, virtually all medical programs had laboratory courses in their curricula while few journalism programs included laboratory orientation. In some instances, where the academic philosophy was to educate all students in a general education tradition, occupational course work was an elective option. In other cases, colleges emphasized practical work, seeing their role as a means to educate people for placement as skilled members of the labor force. Four definite curricular emphasis patterns appeared in human services occupational education programs in terms of the courses offered in each of the five course categories discussed above.

GENERAL EDUCATION EMPHASIS PATTERN

The general education emphasis pattern was characteristic of human services occupational programs in journalism as well as in liberal arts programs, traditionally emphasized, in selected two-year colleges. A typical program of this type consisted of 70 to 90 percent general academic and occupationally related academic subjects, and 10 to 30 percent skill theory and technique, laboratory experience, and practicum experience courses.

EXAMPLES OF GENERAL EDUCATION EMPHASIS CURRICULA

Journalism — White Pines College, Chester, New Hampshire

"The Journalism Curriculum is a practical program including layout, photography, news and feature writing. It is primarily designed for a student who is seeking placement in the field of photo-journalism."[17] General and related academic subjects — 74 percent; skill theory and technique subjects — 26 percent.

17. *White Pines College Catalog 1969-1972* (Chester, New Hampshire: White Pines College), p. 25.

First Year

(GA)	English Composition (two semesters)
(GA)	History of Civilization (two semesters)
(STT)	Journalism — News Writing and Reporting (two semesters)
(GA)	General Psychology
(STT)	Basic Photography
(GA, RA)	Electives

Second Year

(GA)	American History
(RA)	Creative Writing
(GA, RA)	Principles of Economics (two semesters)
(RA)	Public Relations
(STT)	News Layout
(STT)	Advanced Photography
(RA, GA)	Electives

Police Administration — Kennesaw Junior College, Marietta, Georgia.[18]

General and related academic courses — 70 percent; skill, theory and technique, laboratory and practicum courses — 30 percent.

Humanities

(GA)	English Composition (two semesters)
(GA)	Western World (two semesters)

Natural Science and Mathematics

(GA)	College Algebra (two semesters)
(GA)	Biology and Chemistry, or Physics

Social Science

(GA)	Western Civilization (two semesters)
(GA)	American History (two semesters)
(RA)	American Government

Major Field Requirements

(STT)	Introduction to Law Enforcement
(STT)	Criminology
(STT)	Industrial and Retail Security or Corrections
(STT)	Police-Juvenile Relations
(STT)	Police Administration
(STT)	Introduction to Criminal Law

GENERAL-SPECIALIZED CURRICULAR EMPHASIS PATTERN

The general-specialized curricular emphasis pattern was characteristic of human services programs in which occupational skills were relatively undelineated either because of the scope of the program offered, such as "Career Programs in Public Service," or because of the newness of a given paraprofession and the programs of training for entrance into it, as exemplified by a Rehabilitation Assistant Program.

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18. *Kennesaw Junior College Catalog 1970-71* (Marietta, Georgia: Kennesaw Junior College), p. 56.

Programs adhering to this emphasis pattern consisted of 50 to 70 percent general academic and related academic courses and 50 to 30 percent skill theory and technique, laboratory, and practicum courses.

EXAMPLES OF THE GENERAL-SPECIALIZED CURRICULAR PATTERN

Career Program in Public Service — Harrisburg Area Community College, Harrisburg, Pennsylvania[19]

General and related academic — 64 percent; skill theory and technique, laboratory, and practicum courses — 36 percent.

First Year

(GA)	English Composition (two semesters)
(GA)	Mathematics Elective
(RA)	American Federal Government (Political Science)
(RA)	State and Local Government (Political Science)
(RA)	General Psychology
(STT)	Principles of Public Administration
(STT)	Introduction of Public Service
(STT)	Social Service and the Law
(GA)	Elective

Second Year

(GA)	Science (Biological, Physical) (two semesters)
(STT)	Seminar in Public Service
(STT)	Principles of Case Work
(GA)	Introduction to Sociology
(GA)	Effective Speech and Public Speaking
(GA)	Electives

Rehabilitation Assistant Education — Middlesex County College, Edison, New Jersey[20]

General and related academic courses — 65 percent; skill theory and technique and practicum courses — 35 percent.

First Semester

(RA)	Human Anatomy and Physiology I
(GA)	English I
(GA)	Introduction to Elementary Statistics
(STT)	Principles of Rehabilitation I
(GA)	Sociology I

Second Semester

(RA)	Human Anatomy and Physiology II
(GA)	English II
(RA)	Psychology I
(STT)	Principles of Rehabilitation II
(GA)	Sociology II

19. *Harrisburg Area Community College Catalog 1969-1970* (Harrisburg, Pennsylvania: Harrisburg Area Community College), p. 60.
20. *Middlesex County College Catalog 1968-1969* (Edison, New Jersey: Middlesex County College), p. 42.

Third Semester

(GA)	Introduction to Literature or Elective
(RA)	Psychology II
(STT)	The Disorganized Personality
(L)	Practices of Rehabilitation I
(STT)	Introduction to Community Organizations

Fourth Semester

(GA)	General Economics
(RA)	Social Psychology
(P)	Practices of Rehabilitation
(STT)	The Disabled and Disadvantaged in Society
(GA)	Elective

SPECIALIZED EDUCATION EMPHASIS PATTERN

The specialized education emphasis pattern was characteristic of the majority of occupational programs in child care, education, health services, hotel-motel-food services, and social work. A program to which this emphasis pattern applied consisted of 20 to 50 percent general academic and related academic courses and 50 to 80 percent skill theory and technique, laboratory, and practicum courses.

EXAMPLES OF SPECIALIZED EDUCATION EMPHASIS CURRICULA

Hotel Technology (Hotel Administration Option) — New York City Community College, New York City, New York[21]

General and related academic courses — 29 percent; skill theory and technique, laboratory, and practicum courses — 71 percent.

First Year

(STT)	Hotel Organization and Operation (two semesters)
(STT)	Basic Baking (two semesters)
(STT)	Basic Food Preparation (two semesters)
(GA)	Elements of Accounting
(GA)	Statistics or Elements of College Mathematics
(GA)	Principles of Science
(STT)	Dining Room Operation
(STT)	Food Control
(STT)	Hotel Accounting
(RA)	Communication Arts and Skills
(GA)	Social Science Elective

Second Year

(STT)	Dining Room Operation
(STT)	Food Control
(STT)	Food Purchasing

21. *New York City Community College of the City University of New York Information Bulletin and Announcement of Courses for 1969-1970* (New York: New York City Community College), p. 84.

(STT) Front Office Procedures
(STT) Hotel Accounting (two semesters)
(STT) Beverage Control
(STT) Stewarding
(STT) Sales Promotion
(STT) NCR Machine Operation
(STT) Material and Maintenance
(RA) Communication Arts and Skills (two semesters)

Medical Assisting — Orange Coast College, Costa Mesa, California[22]

General and related academic courses — 30 percent; skill theory and technique, laboratory, and practicum courses — 70 percent.

First Year

(STT) Orientation to Health Careers
(STT) Medical Office Procedures (two semesters)
(STT) Beginning Typewriting or Typewriting Review
(RA) Introduction to Business
(RA) Introductory Psychology
(GA) English — Freshman Composition
(STT) Patient Care
(STT) Intermediate Typewriting

Second Year

(STT) Human Diseases
(STT) Medical Office Management
(STT) Bookkeeping
(STT) Advanced Typewriting
(RA) General Human Anatomy
(P) Work Experience (Medical Assisting)
(STT) Transcribing Machine Techniques
(STT) Duplicating Processes and PBX
(GA) Political Science or Elective
(GA) American History or American Civilization
(STT) Business Machines

LABORATORY-PRACTICUM EMPHASIS PATTERN

The laboratory-practicum emphasis pattern was characteristic of health occupational programs as well as human services programs in selected two-year colleges where emphasis was placed on the practical-experimental aspects of learning an occupation. Programs of this type were composed of 75 to 100 percent skill theory and technique, laboratory, and practicum courses, while 25 percent or less of the curriculum was devoted to general academic subjects.

22. *Orange Coast College Catalog, 1969-1970* (Costa Mesa, California: Orange Coast College), p. 92.

EXAMPLES OF LABORATORY-PRACTICUM EMPHASIS CURRICULA

Clinical Laboratory Technology — Forest Park Community College, Junior College District of St. Louis, St. Louis, Missouri[23]

General and related academic courses — 22 percent; skill theory and technique, laboratory, and practicum courses — 78 percent.

First Year

(RA)	Communication (two semesters)
(STT)	Chemistry of Human Functions
(STT)	Introductory Biology
(STT)	Technical Mathematics
(STT)	Human Anatomy and Physiology
(STT)	General Microbiology
(GA)	American Civilization
(RA)	Human Relations

Second Year

(L, STT)	Bacteriology-Parasitology-Serology
(L, STT)	Hematology
(STT)	Fundamentals of Basal Metabolism and Electrocardiography
(P)	Clinical Practice (two semesters)
(L, STT)	Clinical Chemistry
(L, STT)	Blood Bank
(L, STT)	Routine Analysis

Institutional Food Service Supervisor -- East Regional Institute, Indiana Vocational College, Muncie, Indiana[24]

General and related academic — 17 percent; skill theory and technique, laboratory, and practicum courses — 83 percent.

First Year

(STT)	Sanitation and Food Storage (two quarters)
(L, STT)	Meat Analysis and Fabrication (two quarters)
(L)	Baking (two quarters)
(STT)	Introduction to Hospitality Careers
(STT)	Nutrition (two quarters)
(STT)	Volume Food Management
(STT)	Menu Planning
(STT)	Mathematics for Chefs
(STT)	Business Mathematics
(RA)	Communication Skills
(RA)	Public Speaking
(GA)	General Psychology

Second Year

(L, STT)	Entrees (two quarters)
(L, STT)	Soups and Sauces (two quarters)
(L, STT)	Vegetable Preparation and Pantry Skills (two quarters)
(STT)	Dining Room Procedures

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23. *The Junior College District of St. Louis Bulletin, 1969-1970* (St. Louis County, Missouri: The Junior College District of St. Louis), p. 64.
24. *Indiana Vocational Technical College General Catalog 1968-1970* (Indianapolis, Indiana: Indiana Vocational Technical College), pp. 83-84.

(L, STT)	Buffet Preparation and Service
(P)	Kitchen Management Internship
(P)	Internship for Restaurant Management
(STT)	Personnel Management for Unit Supervisors
(RA)	Commercial Law
(GA)	Introduction to the World of Work

SUMMARY

To summarize the findings of phase one of the survey of human services occupational education curricula, several points must be noted:

1. Curriculum philosophies differ among colleges, a fact which affects the human services programs offered at various colleges.

2. The nature of the human services paraprofession for which a student is being prepared has an effect not only on the course content but on the activities and experience necessary for job entry as well.

3. The colleges' philosophic variations and occupational requirement differences have been consolidated into four curricular emphasis patterns. Figure I demonstrates the relative emphasis of each of these curricular patterns on general and related academic course work focused on skill training in classroom, laboratory, and practical experiences.

Phase two of this study (collection of questionnaire data) indicated that human services curricula vary greatly in their use of general education courses and skill theory and technique courses, as described earlier in this chapter. A 50-50 balance between the two approaches was employed by sixty-two of the responding programs—the highest number supporting any one approach. Some few extremes were noted, however, with one program requiring 100 percent of the curriculum in skill theory and technique courses. Figure II indicates the total range of responses.

Thus, great variation in the types of courses composing curricula is evident in human services programs across the country. The following chapters offer what the authors consider the true substance of this publication—data and discussion of the kinds of curricular and other emphases of the nine principal types of human services programs.

FIGURE I

HUMAN SERVICES EDUCATION CURRICULAR EMPHASIS PATTERN

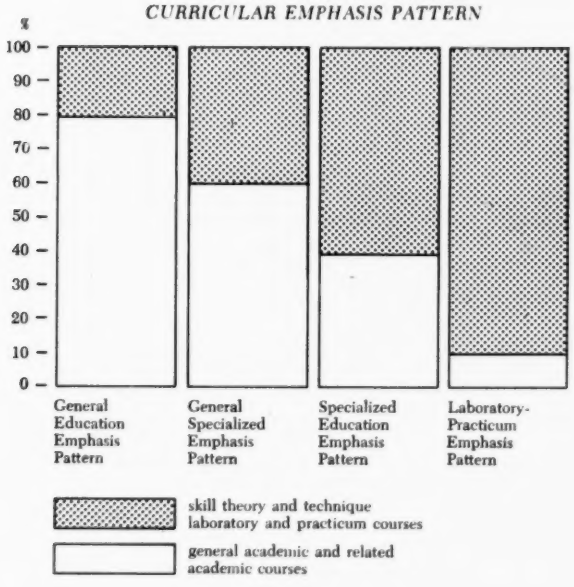
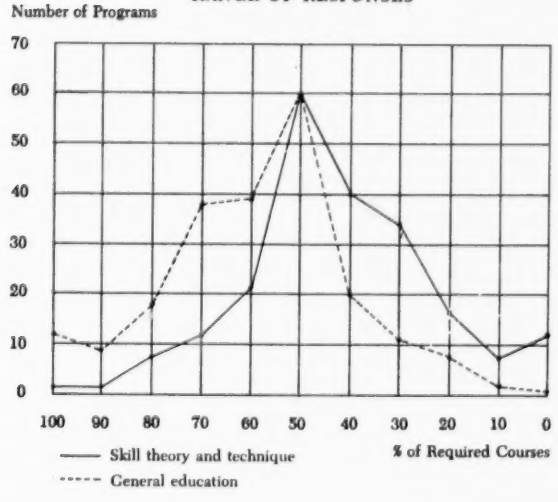


FIGURE II

RANGE OF RESPONSES



PART II

Characteristics of Human Services Programs

Introduction

The following nine chapters present principal characteristics of the nine categories of human services programs as defined in Part I of this report and as presented in the Taxonomy of Human Services Occupations (Appendix II). It is important to remember while reading these chapters that all data reported within them originated from the questionnaire responses given by the heads of human services programs.

Each chapter focuses on eight aspects of human services programs that the investigators felt were of primary importance to any administrator planning or working with programs of this type. The eight areas of investigation are:

1. *Initiation of the Program*—reasons for offering, advisory boards, appointment of directors, and local agency input.

2. *Costs*—including average expenditures and aid in the areas of faculty, facilities, and finances. General comments about sources of help.

3. *Faculty*—recruitment, degrees and/or experience requirements, teaching loads, salary comparisons.

4. *Students*—sources, preparation, admissions requirements, special categories.

5. *Curriculum*—general education or skill theory and technique approaches, day or evening course meeting times, practicum arrangements, suggested course offerings, actual catalog listing of curriculum.

6. *Accreditation*—if available, accrediting bodies.*

7. *Employment Opportunities*—placement procedures, community opportunities, salary ranges, and discussion of types of positions secured by graduates.

8. *Suggestions*—advice and information from administration of operating programs for those contemplating offering similar programs.

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* Of course there are various types of available accreditation. Respondents to our questionnaire may have stated that their programs were accredited, when the accreditation was actually for the institution as a whole. In other cases, specific programs may have been individually accredited by a group, such as the National League of Nursing, whether the institution which offered it was accredited or not.

It is the authors' hope that community college administrators will find specific information in these chapters to help them plan new programs in human services or strengthen existing programs. Perhaps the following chapters will reveal new sources of financial aid, accreditation, or new faculty members or facilities for practicums.

3 / Child Day Care

Eleven programs in ten different schools responded to the request for cooperation in this phase of the study. Though the individual programs bear a variety of titles, the emphasis is placed in two general categories: child care and day-care-preschool education. These eleven programs are apparently well established and have been in operation from two to seven years.

INITIATION

Community pressure was a predominant factor in the initiation of nine of these programs. Other reasons cited were manpower surveys, and faculty and student requests. Though local agencies were consulted by nine of the programs prior to establishment, only three programs were aided by these local agencies. Ten of the programs appointed advisory committees to aid in the establishing of the program; one operated without an advisory committee. Local professional people constituted the greatest membership on these committees, with faculty and administration ranked next. Three advisory committees had student representation. In all instances, professional interest was the single most important criterion for selection of advisory committee members. Though some committees met periodically, the majority met only upon request. The first concrete action in establishing the program—the appointment of the director—took place at varying times before the students actually began attending classes: one year for two, six months for two, three months or less for seven.

COST

Six of the eleven programs failed to respond to questions regarding costs of establishing a new program, but the five respondents gave some clues as to costs for this type of program. Additional faculty cost from $5,000 to $15,000, while administrators cost $5,000 to $7,000 additional. One respondent indicated no additional cost for administration: the duties of existing administrators were altered. Existing facilities were apparently quite satisfactory for this program as four respondents mentioned additional facility costs of only $5,000 to $7,00. Special equipment was not a significant cost factor except in one pro-

gram in which more than $20,000 was allocated. To offset the costs of the program, two received financial help from state government, one received help from the federal government, and two received help from national organizations as well as from local and federal governments. Since practicum experience is a vital part of such a program, eight of these schools utilized outside facilities for the practicum experience and six of them reported that the off-campus experience was valuable for their students. A sampling of the ownership of outside practicum facilities shows a broad range: Community Action Agency, public and private community agencies, United Fund Preschool Day Center, day care centers, federal Head Start centers, private nursery schools, exceptional child centers, and clinics for retarded and emotionally disturbed. In addition, two programs utilized laboratory schools on campus. Also, six of the programs utilizing private temporary facilities indicated that permanent facilities were being planned. In every instance, the respondents said that relationships with the cooperating agencies were either congenial or amicable. One wonders if something might be lost by moving to permanent, on-campus facilities.

FACULTY

The staffing of any new program can be a problem, but in this particular type of program, new faculty were found in the community. Ten of the programs located all the additional faculty through contacts in the community and through local professional groups, while only one publicly advertised its need. These new faculty members were selected primarily on the basis of experience in the paraprofessional area, though six programs considered the master's degree a prerequisite. These faculty members taught from six to eighteen hours per week, with thirteen to fifteen hours per week being the typical load. They received salaries comparable to those of other faculty members of the school. In addition to on-campus duties, they supervised off-campus practicums in nine of the eleven programs. In addition to the regular faculty involved in the programs, local professionals were also appointed as part-time faculty by three of the programs, so that they could supervise practicums. Six additional responses indicated that such appointments would be desirable in the future.

STUDENTS

Most of the students enrolled in these programs lived within a fifteen-

mile radius of the college. Approximately one-half of them were recent high school graduates. The others were returning to school for initial training after raising their families or working at a lower skill position. The admissions criteria were quite flexible to permit easy accessibility to the program. Seven programs required a regular secondary school diploma, but other criteria were employed as well. Seven accepted the GED, seven admitted adults who could benefit from the program, several required CEEB or ACT scores, and others required personal interviews, while one limited the minimum age to eighteen years. Apparently, these admissions criteria were designed to bring students in, not to keep them out. According to the respondents, these students are motivated primarily by altruistic attitudes, with economic security ranking a close second. Student enrollment in these programs has increased in ten instances and remained constant in one, while no program has shown a decrease. As indicated at the beginning of this chapter, these are "healthy" programs.

CURRICULUM

These programs have a practical orientation and are therefore composed of at least 50 percent skill theory and technique courses. In fact, five of the programs showed a 50-50 balance between skill theory and technique and general education courses. One unusual case employed a combination which ranged from a low of 20 percent STT to a high of 80 percent STT. Daytime classes were offered exclusively by three programs, while seven offered both day and evening classes. Most of the programs, in fact all nine responding to the question, indicated that their students were required to take a minimal core of liberal arts courses. At the completion of the course, the degree of Associate of Arts was awarded by six schools, Associate of Applied Arts and Sciences by four, and Associate of Applied Science by one. Two of the schools also awarded either a diploma or certificate to those not meeting full degree requirements. The following sample curriculum is offered as a guide to those contemplating such a program.

ST. MARY'S JUNIOR COLLEGE
CHILD DEVELOPMENT TECHNICIAN PROGRAM

BASIC PROGRAM SCHEDULE

FIRST YEAR

Fall		*Winter*	
Child Development Technology (Lecture 3 credits, Lab 1 credit — St. Michael's Day Activity Center)	4	Child Development Technology (Lecture 2 credits, Lab 2 credits)	4
Human Anatomy and Physiology	3	Human Anatomy and Physiology	3
General Psychology	3	Human Growth and Development	3
Communication	3	Communication	3
Medical Terminology	1	Theology	3
	14		16

Spring

Child Development Technology (Lecture 3 credits, Lab 3 credits)	6
Man in Society I	3
Humanities Area Study	3
Elective	3
	15

SECOND YEAR

Fall		*Winter*	
Child Development Technology (Lecture 3 credits, Lab 3 credits)	6	Child Development Technology (Lecture 3 credits, Lab 3 credits)	6
Man in Society II	3	Psychology of Learning	3
Humanities Area Study	3	Theology	3
Elective	3	Elective	3
	15		15

Spring

Child Development Technology (Lecture 3 credits, Lab 4 credits)	7
Humanities Area Study	3
Elective	3
Elective	3
	16

ACCREDITATION

Six of the programs were accredited; two were not accredited, but one of these was seeking accreditation; while three stated that accreditation was not available. Perhaps the list of accrediting agencies will encourage these three to seek a bit further. Programs were accredited by or seeking accreditation from the following sources: regional associations—four, State Board of Education—one, state—one, State Board of Regents—one.

EMPLOYMENT

Five of the respondents indicated that civil service classifications existed which facilitated entry of their graduates into the job market; three respondents indicated that graduates of their programs must be licensed or certified to practice in their state. More significant, however, and in keeping with the overall emphasis of this report, is the fact that graduates of nine of the programs were able to find employment in the local area. The other two programs had no graduates to date. To be more specific, most of the graduates were able to find employment within a fifteen-mile radius of the college and many of them secured positions with the practicum agencies. Others were directed to positions elsewhere by the practicum agency or the college placement office. Starting salaries ranged from under $5,000 to $7,000, and respondents agreed that promotions came more readily to the graduates than to those with no formal training.

SUGGESTIONS

Each respondent was asked to give suggestions for those contemplating offering similar new programs. The advice from those in successful programs is offered here. Responses stressed the pertinence of the following:

Advisory committee

> Contact representatives of various agencies dealing with preschoolers. Invite these representatives to membership in the advisory committee.
>
> The advisory board selection is most important—these people are the key to a community program of this kind.

One respondent adds a note of caution:

Research local needs and opportunities as carefully as possible. Do not totally rely on optimistic projections of well-meaning advisory committees.

Local need

Comb the area carefully to see if there is a need for graduates, and if the necessary resources for field placement (practicum) are available.

Be sure there are available paraprofessional positions in the community.

Make sure there is a real need for the "product."

Program emphasis

Establish a program emphasis and stick to it—improving, adjusting, etc. Our emphasis is in the field of mental retardation. We do not propose to prepare a "generalist" to function in every field of exceptionality.

Employ a program coordinator who is well known in the community.

One cannot overlook the importance of community interaction in a program of this nature. As indicated in all the available data, the need was discovered by the community, the leadership came from the community, the faculty was recruited by the community, the students came from within the community, and ultimately the community benefited from the ministrations of the products of the program.

4 / Education

Under the general title of education (two-year terminal programs) appear two major emphases: library aide and teacher aide. The titles of the individual programs showed some variation; for example, library curricula have such titles as Library Service, Library Assistant, Library Technician, and Library Technical Assistant, while seven of the education programs were designated as Teacher Aide, two as Instructional Aide, and one as Assistant Teacher. The responses to the questionnaire totaled seventeen: seven library and ten teacher aide programs. Where feasible the two emphases will be discussed together; however, certain significant aspects of each will be treated separately to give the reader more information.

INITIATION

The great majority of the teacher aide programs have been in operation only two years while the library programs are somewhat better established and range from three to five years in operation. Original impetus for these programs came from a number of sources: primarily, manpower surveys; next, community pressure; and then, student requests. Fourteen of the programs had advisory committees composed primarily of local professionals, college administrators, and faculty. Professional interest was the most significant criterion for selection of advisory committee members, with community influence considered second but not nearly as important. The advisory committee normally met only upon request, though three met annually. The program directors were appointed three months or less before students began attending classes. Some groundwork was done preparatory to initiating the programs, with thirteen of the respondents indicating that the college had first made a study indicating that the program was needed. In sixteen instances, local agencies had been invited to help establish the programs, but only five such agencies had contributed to the programs. Since accreditation is an important aspect of programs in education, seven of the schools had established communication with accrediting agencies prior to the program initiation.

COST

Generally, these programs had been initiated with no great additional cost to the school, the average additional cost amounting to less than $5,000 for each category of faculty, administration, and facilities. Quite often, responsibilities had been altered; thus little or no extra expense was involved. Likewise, very little additional funds were spent on the recruitment of students. In fourteen instances facilities were shared with other programs in the school. Eight programs indicated that off-campus facilities were used. Of these eight, five indicated that the students benefited from such an arrangement.

FACULTY

In keeping with the general trends noticed previously, most new faculty members were found within the community and were identified through professional contacts and recruitment within the community. As might be expected in education programs, the most important criterion for faculty appointment was possession of an advanced degree; the second most significant factor was experience. The faculty members taught from six to fifteen contact hours per week and were also involved in practicum supervision. Faculty members supervised 50 percent of the practicums, while the cooperating agencies supervised the other 50 percent. All respondents agreed that faculty in these programs ranked at about the same salary level as other faculty members in the school.

STUDENTS

The community aspect of community colleges is evidenced in the students of these programs: sixteen of the seventeen respondents indicated that most of their students came from within a fifteen-mile radius of the campus. Few of these students are recent high school graduates; in fact, twelve respondents stated that fewer than 25 percent of their students were recent high school graduates. This figure seemed so low that further investigation was initiated. The results are clear: these two programs attract older students, generally married women who are returning to school for a variety of reasons. A sample of respondents' comments may emphasize this point.

Library programs

They are older—much more mature (than the other students).

(They are) mature women returning to the labor market;

(They are) inspired, determined, broadening their horizons;

(They are) mostly women from twenty-eight to forty who wish to work with people and books, who have altruistic desires to do something other than stay home, "play bridge," "have coffees," "do nothing"—their words.

Teacher aide programs

They are more dedicated to children and community service; they desire to work with children.

They are more mature.

(They are) women in their late twenties and thirties whose children are in school. They feel they have a service to render.

(They are) primarily women in their thirties and forties, some of whom work as teacher aides and are in school for formal training. About one-third are interested in becoming teachers.

Lest one should get the impression that only mature women enter these programs, we should emphasize that some younger people, including young men, enroll in teacher aide curricula to see if they are interested in becoming teachers and thus use this program as a stepping stone to a baccalaureate degree. In keeping with these student-body characteristics, admissions standards were somewhat relaxed. For example, ten of the programs accepted a regular high school diploma or the GED, while eight required a personal interview before granting admission to the program, and nine admitted adults eighteen years or older who are not high school graduates. These admissions criteria seem to have worked: fourteen of the programs showed enrollment increases, two remained about the same, and only one had an enrollment decrease.

One of the apparently healthiest programs simply indicated "no limitations" on admission requirements. The one program which showed a decrease was not significantly different from the others except that most of the students were simultaneously employed. Perhaps more significantly, this program did not confer a degree, but granted only a certificate. This school also did not accept the GED. One final observation of the students is that the two major reasons for enrollment in the education programs were altruistic motivation and economic reward.

CURRICULUM

The curricula offered by the seventeen programs were rather similar, evidencing a balance between practical experience and general education. All seventeen programs had a practicum requirement ranging from one semester to a maximum of 780 hours. Generally, the range of practicum requirements varied from 6 to 20 hours per week per semester to a one-semester concentration. This practicum experience was balanced by a solid core of general education courses. Eleven respondents indicated that such courses accounted for 50 to 70 percent of the curriculum requirement. However, four of the programs required only 20 percent general education courses. Probably in view of future transfer possibilities, fourteen of the programs required a core of the regular liberal arts courses offered by the school. One program showed imagination and flexibility by offering a one-year certificate program consisting entirely of skill theory and technique courses and a two-year associate degree program in which the student takes an additional year of general education courses. Sample curricula from the two areas discussed are included for guidance.

CALDWELL TECHNICAL INSTITUTE
LIBRARY TECHNICAL ASSISTANT

CURRICULUM BY QUARTERS

FIRST YEAR

Fall		*Winter*	
Introduction to Education	1	Composition	3
Grammar	3	Typewriting	3
Business Mathematics	5	Accounting	6
Typewriting	3	Book Selection and Order Procedure	4
Introduction and Orientation to Library Services	4	Science Elective	3
Science Elective	3		
	19		19

Spring	
Report Writing	3
Typewriting	3
Office Machines	3
Library Reference	3
Humanities	4
Personal Development	3
	19

SECOND YEAR

Fall		*Winter*	
Oral Communication	3	Library Circulation Routine	3
Introduction to Data Processing	4	Secretarial Procedures	4
Introduction to Classification and Cataloging-Filing	4	Humanities	4
Humanities	4	Library Practice	3
Elective	3	Elective	3
	18		17

Spring	
Audio-Visual Materials	4
Library Practice	3
Government	5
Geography	3
Elective	3
	18

TARRANT COUNTY JUNIOR COLLEGE
TEACHER ASSISTANT

BASIC PROGRAM SCHEDULE

FIRST YEAR

First Semester		*Second Semester*	
Applied Communications I or English Composition I	3	Applied Communications II or English Composition II	3
Psychological Development I	3	Psychological Development II	3
Basic Instructional Media	4	Instructional Media Production	4
Educational Processes	3	The Disturbed Child	3
Fine Arts Survey I	1	Library Practice I	3
Freshman Orientation	1	Fine Arts Survey II	3
Basic Physical Education	1	Physical Education Activity	1
	16		18

SECOND YEAR

First Semester		*Second Semester*	
The American Political System	4		
Introduction to Sociology or History of Selected Minority Cultures in the U.S.	3	Teacher Assistant Internship	8
School Procedures	3	Teacher Assistant Seminar	3
Basic Art for Classroom Teachers I	3	Learning Process	3
Fundamentals of Typewriting	3	Elective	3
	16		17

ACCREDITATION

Eight respondents indicated that their schools were accredited, even if the specific program was not, while seven others indicated that program accreditation was not available. Three of the programs were accredited by regional organizations and two by state bodies. Six respondents indicated that civil service classifications were available to graduates of their programs, and only two indicated that graduates must be licensed or otherwise certified to practice in the state. Degrees conferred upon graduates of the program ranged as follows: Associate of Arts—seven, Associate of Applied Arts and Sciences—three, Associate of Applied Science—two, and Associate of Science—two. Certificates were also granted by six of the schools offering these programs.

EMPLOYMENT

Fifteen of the cooperating programs responded with information regarding employment, while the other two had not yet graduated a class. The fifteen respondents all agreed that the graduates were able to find employment in the local area. (Note: the importance of a job market for graduates cannot be overemphasized in planning a successful program.) Eleven of the respondents indicated that well over half of their graduates had found satisfactory employment within the fifteen-mile radius of the school. The two most significant factors in finding a position were the practicum experience and the college placement service. Some found employment with the agency with whom the practicum was served, while others were referred to positions by the practicum agency. That many of these positions were part-time is reflected in the salaries. A majority indicated that initial earnings were less than $5,000, but four of the programs reported a starting salary of $5,000-$6,000 for graduates. Cooperating programs were asked to describe the most satisfactory starting position for a graduate. Several especially significant examples follow.

Librarian curricula

A nine-month position at $4,500. She is full assistant to the professional.

Was previously a school cafeteria helper. Now is a library assistant in an elementary school. Salary is about $5,000 per year.

$7,800 per year. Head librarian in a private special library.

. . . has charge of library at a business college.

Several have found jobs in community college libraries.

Teacher aide programs

Teacher aide in a public elementary school assisting teacher with clerical duties and supervising activities. Salary is around $400 per month.

Member of a team which helps orient new members; $3.50 per hour.

Instructor of teacher aide students in day care center. Salary unknown.

Instructional assistant; salary is $4,800 plus fringe benefits.

SUGGESTIONS

Three of the schools from which information was requested replied that their programs had been cancelled during the year. Two of these programs were in teacher aide curricula and one was in library technology. Perhaps their responses can offer some valid comment. From an eastern community college: "Program (teacher aide) suspended—few job opportunities commensurate with amount of study required—the program was designed by educators—a mistake, they want too much nonrelevant background. We are restudying the issue." In the light of the practical orientation of the successful programs, this comment seems valid. Another teacher aide program was "discontinued due to lack of funding." This comment from a southern community college is a bit puzzling, especially when most successful programs indicated a modest budget at best. Several reasons were given for cancellation of the library technology program in an eastern community college:

Regrettably, our program in library technology was discontinued September 30, 1970. Such a step is never taken unduly, and the decision was made only after consideration of the changes occurring in local manpower requirements, a general lack of interest on the part of the professional librarians in the . . . area, and the low level of student interest evidenced in the program.

As indicated elsewhere in this report, the community college must remain sensitive to manpower needs and continually adjust its programs to meet the community needs. The hesitancy of the professionals to accept the para- or subprofessionals was apparently signifiant in this closure. When professionals recognize the abilities and skills of paraprofessionals and accept them, the programs succeed; the pro-

fessional is then also able to increase his service to the community. General comments and some advice for those contemplating offering new programs follow.

Library programs

Be sure there are *employment opportunities*

> Survey local needs for employment opportunities.
>
> Be sure there is a demand for the program.
>
> Research the program for at least a year. . . .

Select the *advisory committee*

> The advisory committee should represent a cross-section of local population that will be affected by the program.
>
> Carefully select the advisory committee and program director.

Carefully cultivate *relationship with professionals*

> Seek recommendation of the national professional organization regarding course content.
>
> Carefully arrange amicable communication with the professionals and professional training institutions for cooperative endeavor.
>
> Professionals connected with the program (as instructors or practicum supervisors) should respect the people with whom they work. (They should) value paraprofessionals.

A mutual understanding of roles seems to be necessary. Finally, a word about students.

> Somehow screen those who enter the program—if it is a people-centered program as the library tech should be—to make as sure as possible that the students really like people and are sensitive to their needs and to service.

Only two of the seven responding programs require a personal interview for admission. Perhaps this aspect of admissions could be increased.

The comments regarding teacher aide programs do not fall into categories as they do for the preceding program. However, a few quotations offer some advice.

Teacher aide programs

> The director of the program is a major factor in the success of a program which was established in response to *community need.*

The director must be all things—advisor, recruiter, public relations man, course and teaching methods developer—until supportive staff is available.

Survey the community need, select candidates through interview, insure employment, train in an innovative way.

Be sure of job opportunities—get firm commitments regarding numbers, salary, advancement.

Offer opportunity for part-time students. Most (of ours) have to work and cannot take a full, regular program.

Significantly, eight of these programs offered courses in both day and evening hours, thus permitting the student to attend at his convenience. Two programs, however, offered only day classes.

Work as closely as possible with the professional administrators of the public and private schools that are potential employers. Use them as a source of facilities, advice, direction, and provide them with mutual support.

A relationship should be established with the state agency and with local colleges and universities. Courses should be transferrable to assure upward mobility.

Many of these comments stress cooperation and understanding as a basis for successfully launching and operating a new program. Cultivating, rather than alienating the professionals, who may view the paraprofessional as a threat, seems to be sound advice.

5 / Fire Prevention

The community colleges have in recent years accepted another vital challenge to post-high school education: the training of firemen. Fifteen schools responded with information concerning their programs, whose variety of titles follows: Fire Science, eight; Fire Technology, three; Fire Administration, one; Fire Science and Prevention, one; Fire Protection Technology, one; and Fire Science and Safety Technology, one. Most of these programs were located in or near large cities and were engaged in training professional fire fighters (we see no need to call these people anything other than professional) but one respondent indicated that most of the students in that program were volunteer firemen—employed elsewhere—who wished to improve their skills as firemen.

INITIATION

The fire prevention programs are generally not recent innovations. Of the fifteen that responded, eight had been in operation eight years. These programs seemed to be well established and indicated that enrollments were stable. These were real community cooperative ventures, as the data will indicate. The most important factor in initiating the programs was community pressure coupled with professional or state upgrading requirements. All of the programs had an advisory committee consisting primarily of professional people such as fire chiefs, with faculty, administrators, and students also represented in varying degrees. As an example, one advisory committee consisted of eight fire chiefs and two faculty members. Occasionally, a person filled a dual role; as a professional fireman might also be a student in the program. The advisory committee met upon call (eight programs), annually (two programs), and semiannually (three programs). The program director was most often appointed three months or less before classes began, but one program director had been appointed a year in advance. In another instance, the dean of technology served as an interim director. All fifteen respondents replied that local agencies were contacted prior to initiation of the program, and ten indicated that such agencies aided in the establishment of the program by providing funds, facilities, or faculty. A sampling of the agencies

and their contributions follows: county volunteer fire departments (part-time faculty), city fire stations (classrooms), Office of the Sheriff, State Fire Chiefs Association, Safety Officials Association, fire departments, Underwriters' Insurance Group, State Department of Education, and local fire department (training facilities). In addition, many programs indicated that special fire-fighting equipment owned by various types of organizations was used for demonstration and practice. Cooperation seems to be a key aspect in the initiation and offering of a fire prevention program.

COST

Because of the cooperative sharing of facilities and equipment mentioned previously, costs for these items is low. Twelve of the programs invested less than $5,000, while many said that no extra capital was invested. Because many part-time faculty members are utilized, additional funding for faculty salaries is low. Most schools indicated that they had required less than $5,000 additional for faculty salaries, but one school, which requires its faculty to have an advanced degree, indicated that it had initial faculty salary additions of up to $15,000. Alteration of responsibilities within nine of the schools provided the needed administration, while the others indicated a maximum cost of $7,000. These fire-prevention programs received financial aid from a variety of sources: six received funds from state and federal governments. Others received funds from a foundation, a local government, an individual, and a national association. By using facilities owned by other agencies, the programs can keep this potentially high cost at a minimal level. Six programs used such facilities, including local fire department training facilities, training tower, and fire-fighting apparatus. Students in two programs received instruction in alarm devices in the factories where the alarms are made. At least six of the programs were planning permanent laboratory facilities for the future.

FACULTY

The fire-prevention faculty was recruited in a variety of ways, but only four of the fifteen programs used public advertisement. Most of the faculty was located within the community through either professional groups or individual acquaintanceship. The most important criterion in the appointment of faculty was on-the-job experience.

Fourteen of the programs listed this as a most significant factor. Three of the programs specified an advanced degree but also indicated the need for practical experience. The average teaching load for faculty was about ten contact hours per week, with extreme ranges from six to fifteen hours. One should remember that the lower figure pertains to part-time personnel. These faculty members also supervised the off-campus field-experience laboratories, either alone (three instances) or cooperatively (six instances). As indicated previously, the full-time faculty was supported by part-time faculty from various sources. These part-time appointees supervised laboratories in seven programs.

STUDENTS

Most of the students in these programs were not recent high school graduates. In fact, most of them were full-time fire fighters who were upgrading their skills, and some were volunteer firemen who held full-time jobs elsewhere. One respondent described them this way: "They have a devotion to public service as volunteer firemen."

The professionals are attracted to formal education programs for other reasons: "interest in their employment field"; "a desire to advance in rank in fire service"; "self-improvement"; "improvement of professional standing"; "realization by veterans of the value of this formal training." In keeping with the overall emphasis of upgrading skills, etc., eleven of the programs accepted students who were not high school graduates, if they were over eighteen years old and could benefit from the program. Five of the programs did not admit students who were under eighteen years old. Since most of these students were employed full time, the colleges adjusted to their work schedules. None of the programs offered classes exclusively during the daytime, but seven offered both day and evening classes while eight offered evening classes only. The students and fire departments were apparently satisfied with the programs: eleven had increased enrollments since initiation, three had remained the same, and only one had decreased.

NEW YORK CITY COMMUNITY COLLEGE OF APPLIED ARTS AND SCIENCES FIRE SCIENCE

CURRICULUM

Because so many of the students in these programs were employed as full-time firemen or served as volunteer firemen, an "on-the-job" type of practicum was not required. One program indicated, however, that students employed full time could receive credit for this work experience. Most of the programs employed a middle-range balance between the general education and the skill theory and technique courses: twelve indicated 30-50 percent GE and 70-50 percent SST courses. One respondent pointed out that "Our fire science course is an academic course, a vocational course." The overall balance and the liberal arts core requirement in twelve of the programs indicate that others felt the same way. Several programs provided transfer credit to four-year programs, and one school indicated that half of their current students plan to transfer to a four-year program. Generally these programs provided an elective option; some also permitted the student to receive a certificate or degree, depending on the extent of liberal arts or GE courses taken. Flexibility seemed to be a key. The following representative curriculum indicates this flexibility.

			Hours Per Week		
			Class Hours	*Lab Hours*	*Credits*
Required Specialized Courses:					
STT-FS(E)	101	Systems of Construction	3	0	3
STT-FS(E)	201	Building and Fire Codes	3	0	3
STT-FS(E)	301	Fire Hazards and Controls I	3	0	8
STT-FS(E)	302	Hydraulics	4	0	4
STT-FS(E)	401	Fire Hazards and Controls II	3	0	3
STT-FS(E)	403	Fire Department Administration	3	0	3
STT-FS(E)	430	Chemistry of Hazardous Materials	3	0	3
Required General Education Courses:					
GA-FSE	101	English Composition	3	1*	3
GA-FSE	301	Effective Speaking (Or)			
GA-FSE	302	Voice and Diction	3	0	3
GA-FSE		Communication Arts and Skills Elective	3	0	3

GA-FS(E)	110	General Chemistry I	3	3	4
GA-FS(E)	210	General Chemistry II	3	3	4
GA-FS(E)	181	Mathematical Analysis I	4	0	4
GA-FS(E)	281	Mathematical Analysis II	4	0	4
GA-FS(E)	372	Probability and Statistics	3	0	3
GA-FS(E)	412	Physics II	3	2	4
GA-FS(E)	211	Introduction to Psychology	3	0	3
GA-FS(E)	216	Personnel Psychology	3	0	3
GA-FS(E)		Social Science Elective	3	0	3

• Conference Hour

Code Designation for Courses: FS—Day Session
FSE—Evening Session
FS(E)—Day and Evening Session

A suggested sequence of courses to meet degree requirements is available for both day-session and evening-session students. Evening-session students follow a reduced program per semester.

ACCREDITATION

Eight of the programs were accredited by one or more agencies, six were not accredited, and one was seeking accreditation from the appropriate regional accreditation agency. Of the eight accredited programs, six were accredited by regional bodies only, one by a state department of education, and one by both regional and state agencies. One program was accredited by the State Board of Fire Commissioners. In addition to this formal accreditation, five of the respondents stated that civil service classifications existed for their graduates in their community, and some added that their graduates also score higher on the civil service examinations than do others who take the same test. Perhaps a comment can best support the value of the programs:

> Three lieutenants were appointed in one fire department in our district. All three were our students. They placed first, second, and third on the Civil Service Exam. A deputy chief of a fire department was recently appointed from a Civil Service exam. He placed first on the list. He was one of our students.

The degree earned by the graduate is always of some significance, and these programs showed a wide range of titles: Associate of Arts, six; Associate of Applied Science, three; Associate of Applied Arts and Sciences, two; Associate of Science, two; Associate in Fire Administration, one; and Associate Degree in Fire Technology, one. One program also offered a certificate.

EMPLOYMENT

Since many of the students enrolled in fire prevention programs are already employed, placement is not as significant a factor as it might otherwise be. One community college, however, indicated that graduates of the program did experience some difficulty in locating positions in the community. On the other hand, five programs indicated that 75-100 percent of their graduates found employment within a fifteen-mile radius of the campus.

Several programs responded to a request for a description of the most satisfactory position found by a student. One school completely staffed a new department:

> A new fire department was recently organized in an A.E.C. facility in our district. We furnished three officers and four of the six men from among our students. The two firefighters who were not our students have now become our fire science students.

Another response indicates that mobility is achieved by students in the program:

> Though most remain in the fire service of local governments, three have been employed by fire appraisal agencies and two in factory safety units.

As indicated earlier, advancement is an important factor in the student's decision to enroll in the program, and this goal is also achieved: "Promotion to rank of chief as result of the Civil Service examination"; "the director of Civil Service has stated that the program leads to higher scores and advancements." Other new positions include: "Assistant chief, fire department"; "chief of fire department." Salaries range from $6,000 to $9,000 and up, with seven of the programs indicating a range of $7,000 to $9,000 for their graduates.

Virtually all programs urged the appointment of a carefully selected advisory committee composed primarily of skilled professionals. The second major suggestion was that of determining community needs and opportunities as carefully as possible. Several respondents strongly advised that the instructors in the fire science courses should be professionals with experience and the ability to relate the "classroom material to the profession." Another charged that the students should be selected carefully and that a "follow-up" of graduates be initiated. One respondent urged: "Make sure there is incentive for a person to take the program. This may be a pre-employment requirement or a requirement for advancement, or it might open the door to other job opportunities." Another respondent expressed the philosophy of the

fire-science curriculum in a midwestern school. Basically, he pointed out the difference between *education* and *training*, and emphasized that the two-year college must not "become involved in the teaching of manipulative skills and similar on-the-job training . . ." but must really give the student a college-level program. Certainly, this is one way for fire science, as well as other human services curricula, to achieve a desired level of academic and professional acceptance.

6 / Government Services

The general title "Government Services" encompasses three major subdivisions of program types—government, legal, and urban. Each of these in turn consists of various areas of emphasis with appropriate program titles, some examples of which follow. The government program encompasses such areas as Administration of Justice, Business Administration (Government Option), Government Service Assistant, Public Administration, Public Administration Assistant, Public Service, and Supervision for Public Service. Urban programs are represented by Urban Affairs Technology, Urban Development and Public Housing, Urban and Regional Planning, and Urban Planning and Development Technician. The legal programs offer such emphases as Law Clerk, Legal Technician, and Legal Technology. Most of these programs develop from similar bases and are attempts to provide paraprofessional assistance to the professionals in the field. One can venture that such programs will be of greater significance in the near future than they are at present. Fifteen programs responded to the request for information, and from these fifteen responses we have drawn a general description of the government services programs in two-year colleges.

INITIATION

These government service programs are generally of recent initiation: ten of those responding to the questionnaire were started only two or three years ago, though three have been in existence for five to eight years. One new program, though listed in the college catalog, was still in planning and had not yet been implemented. These programs had been started in response to requests from a variety of sources, with community pressure being a factor in eight instances. Other factors cited were student requests, two; faculty committee report, one; and recommendations from the American Association of Junior Colleges, four. Sometimes more than one factor was listed as having been significant in new program establishment.

Two other reasons for establishing these programs seem to be of some special significance. Two programs were started because of state Civil Service requirements. One respondent noted that "Civil Service categories were instituted—both state and federal"; hence, the program would train people to meet those categories. The other

program mentioned simply that "state Civil Service initiative" was a factor. One additional program was started because of urging by county and city governmental agencies—another example of the college responding to a community need.

The actual establishing of the program followed the pattern observed heretofore: the advisory committee was appointed, the program director was named, faculty was appointed, and classes were begun. The advisory committees consisted primarily of local professional people (ten instances), faculty members (eight instances), college administrators (six instances), and local business people (three instances), while students served on only two committees. Regardless of other criteria, committee members were selected primarily because of their professional interest in these particular programs. Most advisory committees (eight) met only upon request, while the others convened regularly at annual or semiannual meetings. The program directors were appointed at various times relative to the opening of classes: more than one year before (one), one year before (four), six months before (four), and three months before (three).

Apparently the director plays a significant role in the development of programs of this type, for several respondents urged that the director should be appointed at least one year prior to the opening of classes in order properly to coordinate on-the-job training and other practicum aspects of the programs. All fifteen respondents indicated that local agencies had been contacted prior to the establishing of the program. In eight instances, these agencies actually contributed in some way to the program, with provision of facilities and part-time faculty being most significant.

COSTS

Because of the availability of the basic core of courses (political science, psychology, sociology, economics, etc.) already offered by other programs in the colleges, costs for these new programs were quite modest. In fact, twelve of the new programs required less than $5,000 for each category of faculty, administration, facilities, and equipment, while five of the twelve required no additional expense. Only two indicated an additional $5,000 to $7,000 for faculty, and one indicated an additional $7,000 to $10,000, also for faculty. Facility costs are low because the internship or practicum experience is gained in off-campus facilities—government offices, urban renewal centers, etc.

Five of the programs received finanical aid from outside agencies including local, state, and federal governments, national associations,

and civic groups. The largest single amount was a $250,000 federal Manpower Program grant while another was a $50,000 grant. Both of these programs are in urban planning or development. The typical program, however, was able to operate on a modest budget, using present faculty and courses and hiring specialist faculty on a part-time basis from local agencies.

FACULTY

Finding additional faculty members posed no great problem in establishing these programs. One respondent simply stated, "Existing faculty displayed all necessary skills." Several others responded that part-time faculty or lecturers in specialities were secured from county or city bar associations or local government agencies. One example: "We drew our faculty for these classes from governmental employees with an M.A. in Public Administration." Perhaps other communities could furnish similar professionals who would enjoy part-time teaching. In all instances, these speciality faculty were located within the community, generally through the local professional groups (six instances) or individual contacts (four instances). In eleven responses, experience and a master's degree were considered the most important criteria. Full-time faculty taught nine to fifteen contact hours per week and also supervised the off-campus practicums in five instances. Six of the responding programs also appointed professionals as part-time faculty so that they could supervise the intern-practicum section of the program. Three others indicated that such appointments were being considered and might be desirable in the future.

STUDENTS

All programs indicated that most of their students came from the fifteen-mile radius around the school, and in eight of the programs fewer than 50 percent of the students were recent high school graduates. Many of these students, in fact approximately one-half of them, were employed full time—many in government jobs—and seeking to upgrade their status, while others were seeking training in a new field of employment. Admissions policies were somewhat relaxed: adults over eighteen who could benefit from the program were admitted regardless of prior academic achievement in ten programs, while only three required the applicant to possess a regular high school diploma. A student could be admitted to one program if he was an "employee

of a city, county, state, federal agency or school district." One program also indicated a "maximum age of forty-five years for full-time students." Apparently there were no limits on part-time attendees.

Students are seemingly happy with these programs and with their career choices. Only one respondent indicated that students were dissatisfied with the program, but no reasons were given. Enrollment figures support the comment about satisfaction: five programs have shown an enrollment increase, seven have remained the same, and two have shown a decrease. Curiously, the program indicating student dissatisfaction has maintained its enrollment. In response to a specific question regarding student attitudes, comments indicated a rather strong altruistic motivation: "They show a concern for people and the improvement of urban life"; "They are idealistic: community-oriented"; They show "a dedication to public service" and "a commitment to the idea of public service as a vocation." Others, of course, were attracted to the programs for the usual reasons: "improved job performance," "promotions," and "professionalization."

CURRICULUM

The curriculum has already been described in another section as consisting of basically social science courses, with some specialty courses, and an internship or on-the-job experience. The courses themselves were distributed quite equally between GE and STT courses except for two certificate programs that were 100 percent STT courses. Ten of the associate degree programs had a liberal arts core of courses with elective options in that core. To correlate the classroom theory with the job, six of the programs required an off-campus practicum experience, while three others indicated that all of their students are employed full-time and thus gain the practical experience.

Some of the regular practicums or internships were described as follows: "ten weeks in summer term"; "one afternoon per week for the final two semesters"; six-and-a-half weeks"; "one semester"; "from one to four quarters of part-time field experience, usually in at least two different agency offices"; and "one summer full-time in an agency office." One program differentiated between two types of students and did not require a practicum "for additional education" for the job holder but required a "ten-week summer job for job placement." This seems to be a practical approach.

Two sample curricula are included for the reader's consideration The first is a sample of a "standard" governmental-type associate degree program: the second is an example of the concentrated certificate

type of program. Because these are relatively new programs, we have included the philosophic statement contained in each catalog.

COMMUNITY COLLEGE OF PHILADELPHIA

URBAN AFFAIRS

The increasing concentration of population within cities in the United States makes the metropolis a vital subject for specialized study. Social, economic, political, cultural, and environmental problems demand the attention of trained and educated people. The curriculum in urban affairs, leading to the Associate in Applied Science (A.A.S.) degree, prepares its students for service in the agencies that deal with urban problems.

URBAN AFFAIRS CURRICULUM

First Year		*Semesters* *First*	*Second*
ENGL. 101-102	English Composition	3-0-3	
SS. 101-102	Social Science	3-0-3	
POLS. 111	American Government	3-0-3	
BUS. 111	Business Mathematics	3-0-3	
BUS. 141	Business Management Principles	3-0-3	
POLS. 112	Urban Agencies		3-0-3
BUS. 112	Business Statistics I		3-0-3
BUS. 181	Principles of Economics		3-0-3
TOTAL FIRST YEAR, 30 CREDIT HOURS		15	15
Summer			
Internship in Government Agency		3-1-3	

Second Year		*Semesters* *First*	*Second*
ENGL. 112	English Composition-Report Writing	3-0-3	
SOC. 231	Social Problems	3-0-3	
POLS. 211	Local and State Government	3-0-3	
BUS. 284	The Urban Economy	3-0-3	
ELTV.	Elective	3-0-3	
ENGL. 115	Public Speaking		3-0-3
SOC. 243	The Modern Urban Community		3-0-3
POLS. 212	Public Administration		3-0-3
CSCI. 106	Introduction to Data Processing I		3-2-4
POLS. 251	Political Parties, Interest Groups, and the Electoral Process		3-0-3
TOTAL SECOND YEAR, 31 CREDIT HOURS		15	16

Total to graduate, including summer internship, 64 credit hours.

NIAGARA COLLEGE OF
APPLIED ARTS AND TECHNOLOGY

LAW CLERK
CAREER DESCRIPTION

Law clerks in Ontario perform a variety of duties assigned to them by lawyers. Law clerks are, in effect, legal technicians whose training qualifies them to search titles and deeds, investigate accidents, file claims in court, draw up transfers of policies, and perform other functions in the law office.

A two-year college program was suggested by the Law Society of Upper Canada and is being established at Niagara College on the recommendations made by the representatives of the legal profession. Field work in the law office will form an important part of this program.

EMPLOYMENT OPPORTUNITIES
Law Offices

PERSONAL ASSETS FOR THIS CAREER

A keen inquiring mind, accuracy, and
the ability to communicate well.

ENTRANCE REQUIREMENTS

Grade XII graduation diploma.

PROGRAM OF STUDIES (Tentative)

Year I

Principles of Torts
Contracts
Criminal Law
Wills and Trusts
Land Law
Company Law
Language Arts
Psychology

Year II

Language Arts
Principles of Government
(Students will specialize in
any of the subjects taken in the
first year.)

ACCREDITATION

Seven of the responding programs were accredited: four by regional accrediting bodies, one by a State Board of Regents, and two by professional groups. One was seeking accreditation from a professional board, while the remaining seven indicated that the programs were not accredited or that accreditation was not available. Perhaps a bit of searching will reveal a professional group that could accredit or certify students who are completing their training in these programs.

As could be expected regarding this particular type of program, civil service classification is available for the graduates. Eight of the programs indicated that they were aware of this possibility. Civil

service classification based on the associate degree would lend a valuable "certification" to these programs.

Upon completion of the program, graduates are awarded a variety of degrees: Associate of Arts (five), Associate of Science (five), Associate of Applied Arts and Sciences (one), and Diploma (one). Two programs offer only a certificate, while four others award a certificate or associate degree, depending upon the type of program pursued.

EMPLOYMENT

Since many of the students were employed full-time, job placement data are rather incomplete and a bit tenuous. One could say, from comments on the questionnaire, that many students in these programs have been promoted to new positions within the agency as a result of the training provided. This is a kind of job placement. Several programs indicated that considerable numbers of graduates were employed by the agency with whom the internship was served, and one responded that 75-100 percent of their graduates were employed by cooperating agencies. Two programs, in addition, indicated that if the cooperating agency could not employ the graduates they helped place them elsewhere. Another indicated that interviews arranged by program administration resulted in jobs for a "majority of the students." Expected salary ranges for these graduates were indicated by the respondents as follows: less than $5,000 (one), $5,000 to $6,000 (one), $6,000 to $7,000 (five), $7,000 to $8,000 (three), $9,000 or more (two).

One respondent, answering for a program in which most of the students were employed, stated: "Half of these students already earn over $10,000 per year." This same individual noted that enrollment was steadily declining in this three-year-old program and added that the program "will have to be changed or discontinued." Perhaps the fault is not in the program but in the students. As indicated earlier, promise of economic reward is a factor in student participation in a program.

Describing the most satisfactory position (salary, advancement, responsibility) located for one of these students, were the following responses:

> Employed by Park Board—starting salary $5,400, present salary $7,500, doing park planning graphics.
>
> Police officer, starting salary $842 per month, (will) advance to $992 in three years.

Student transferred to state university, now has CPA.

Employed by Housing Support Agency furthering the progress of housing—salary $7,200.

Employed by Community Development Department of . . . , salary $6,500, manages a neighborhood planning center.

SUGGESTIONS

Nine respondents made comments regarding the establishment of a new program.

Program Requirements

Job placement and a career ladder are *sine qua nons* for the program. Our difficulty is that the state legislature did not fund aide positions in the state agencies.

Make sure there are job opportunities with a career ladder attached.

Verify a continuing need.

Employment possibility should be well documented.

And a note of caution:

Do not construct programs based on administrative perception of "community" needs.

Obtain local professional support:

Work closely with a supporting agency in the community and maintain a continuous liaison with the agency.

Obtain the support of the local bar association (or other professional association).

Set up an advisory committee made up of members of the profession. When possible:

Recruit faculty from local private business or professional organizations.

One recommendation went a bit further:

Use only practicing professionals as instructors.

This would seem to refer to part-time faculty teaching the specialty courses in the program. The regular faculty would teach the core of liberal arts or GE courses.

Plan ahead by taking six months to a year for preparatory work.

Two especially pertinent suggestions were offered regarding students:

Screen students to eliminate the "dregs."

Talk to students. Get their advice.

Some advice was offered regarding the manner of educating the students. One comment disagreed with a suggestion made previously regarding another program:

Train students horizontally across the general comprehensive skills and then fine-tune them vertically to a specialty in preparation for specific employable skills in a certain job.

This respondent went on to say that the program director should visit prospective places of employment or, if the student is employed:

Interview the student's immediate supervisor and inventory the work area. The knowledge gained would be very valuable in training the student to a specific job.

This advice fits well some comments made earlier: The community college must meet specific community needs, it must be flexible, and it must be adaptable to new situations. This last example demonstrates such flexibility—training a specific student for a specific job rather than turning out a crop of "generalists."

7 / Hotel, Motel, and Food Services

Under the general heading of hotel, motel, and food services are grouped a wide variety of program titles, all directly related to providing educated personnel in various areas of food and housing services. Originally, a separate category was planned for programs specializing in institutional services, but lack of data has forced the inclusion of these in this general description. One four-year program in institutional food services, which is changing to a two-year program because of low enrollment, has been included in this study and should provide some pertinent information. Only data of significance to the two-year program has been included. One other two-year program that has changed its title from Institutional Housekeeping to Institutional Environmental Management is also included. The full range of titles is indeed varied, with Food Services Management the most often used (four instances). Others range from Cooks and Bakers Training to Hotel, Restaurant, and Institutional Management. For a full listing of program titles, see the taxonomy (Appendix II).

Completed questionnaires were received from fifteen programs and form the basis of this general description. All of these programs except two (not including the one being changed from a four-year to a two-year program) have been in operation two years or more. Actual durations of operation were two years (three), three years (three), four years (three), five years (one), and eight years or more (two). These were established programs, not recent innovations.

INITIATION

Initial impetus for the establishment of the programs came from the usual sources: manpower survey (ten instances), community pressure (nine), and student requests (one). Other sources cited were a recommendation from an industrial advisory committee and utilization of faculty and facilities that had been provided for a four-year program.

Thirteen of the programs were guided by an advisory committee while two had no such group. Representation on the committees consisted of local business people (eleven instances), faculty (eleven), administration (eight), local professional people (three), and students (one). The practical orientation of these programs is reflected in the makeup of the committees: few professional people, in the one sense of professional, were found on these committees. The business-

men and faculty were selected, however, because of their professional interest, using another sense of the word "professional." Significantly also, only two programs cited instances of committee selection based on "influence in the community." These programs were guided by people with special know-how in the field. These committees reflected the business-like orientation further in that they generally met at regular intervals, with only two "meeting on request."

Likewise, the program director was appointed well in advance of the time when students began attending classes. This longer interval, compared to those of many other programs, is significant. Directors were appointed more than a year (six), nine months (one), six months (three), and three months or less (four) in advance of classes. Ten of the programs were in contact with local agencies during the planning of the program and three received some direct aid from local agencies, which included a restaurant association, a professional organization, a state restaurant association, and a state dietetic association. In nine instances the colleges themselves made the first actual study of local need for the program.

COSTS

The eleven programs that responded to questions regarding costs indicated a wide range of additional expenditures to initiate the programs. All agreed, however, that administrative costs were the least significant expense items. In fact, only one program indicated any extra expenditures for administration ($5,000 or less), while the others indicated that because responsibilities were altered there was no additional expense. Most indicated that additional faculty was a significant expense, ranging from $5,000 (one), $5,000 to $7,000 (two), $7,000 to $10,000 (three), $10,000 to $15,000 (three), $15,000 to $20,000 (one), and $20,000 to $30,000 (one).

Additional space was also a significant expense, with four programs indicating additional expenditures of $10,000 to $30,000. And, as could be expected from such programs, additional equipment was quite costly, with three programs spending more than $30,000 and two others spending $20,000 to $30,000.

Several outside agencies granted funds specifically for these programs, as follows: foundations (one), national associations (two), local governments (two), state governments (four), federal government (two), local owners of restaurants and nursing homes (one).

Because of their unique nature, these programs require some facilities that cannot be utilized by other programs in the college, but some

programs acquired specialty facilities by using such facilities owned by other institutions or private businesses. Examples of such facilities used by six of the programs are hospitals, restaurants, nursing homes, chain food stores, local food operations, hotels, and park commission facilities. Five programs indicated that these off-campus facilities offered students advantages that would be lost in an on-campus setting: "provides students with summer jobs for field projects," "provides a work cooperative with industry," and "gives variety to overview of the profession."

FACULTY

The additional faculty members for the programs were located in a variety of ways; individual contacts within the community (eight) was most often cited. Others were through local professional groups (two), and public advertisement of need (one). One program hired no faculty: "Director of program is only faculty member," and another "borrowed the faculty from the hospital staff."

Experience on the job was the most significant criterion in evaluating candidates for faculty positions (fourteen instances), while the advanced degree (three instances) and a baccalaureate degree (two instances) were also cited. Nine of the programs expected their faculty to teach from ten to fifteen hours per week, while one (the highest in the entire study) expected a faculty member to teach thirty contact hours per week. These faculty members also supervised practicums in twelve of the programs, while employees of the cooperating agencies supervised practicums in three programs. Though thirteen of the programs did not appoint professional people as part-time faculty so that they could supervise practicums, five programs indicated that such appointments would be desirable in the future, and one program indicated that such appointments were actually "in process." Ten programs had "very congenial" relationships with local agencies, while four others responded that their relationships were "business-like" but amicable.

STUDENTS

The great majority of the students enrolled in these programs live within a fifteen-mile radius of the school; in fact, only three programs indicated that most students did not live near the school. One of these programs, an exception in many ways, provided dormitory facilities

for those who lived away from home. Most of the students are recent high school graduates who enroll in the programs directly for initial training instead of transferring into them.

The programs provided a variety of entrance requirements for the students: eleven required a high school transcript; ten required a regular high school diploma; ten admitted adults who were not high school graduates if they could benefit from the program; eight requested a personal interview; eight requested a GED. These were the most often mentioned admissions criteria. But there was a wide range of admission policies ranging from one program which listed the high school diploma as the only criterion, to the program which had one criterion also—the applicant must be eighteen years of age or more. The respondent for this program added "Open Door!" to the description of admissions qualities. A total of five programs do not require any kind of high school diploma. Another of these lists its only requirement as "appear for personal interview" and adds "our enrollment policy is open." These programs exemplify the "education for all" aspect of the community college.

These students are in college for practical purposes: ten respondents gave "promise of economic reward" as the greatest attraction of students to the program and qualified this reason with others such as "desire for a profession" and "need for a vocation." Others added that these particular students are "more work- and career-oriented than transfer students," many "have finanical need," "they like to work with people," and "they have a specific interest in food service work." Many of these students work (either full or part time); only five programs responded that fewer than 10 percent of their students were employed full time, while three programs responded that more than half of their students were employed full time. Eight of these programs operated classes in both day and evening hours, while seven offered classes in the daytime only. None of the programs had experienced an enrollment decrease; but ten had shown an increase since inception, and the others had remained "about the same."

CURRICULUM

As might be inferred from the description of the students, the curricula of these programs tended to a very practical orientation: only three programs showed a 50-50 balance between GE- and STT-type courses. Two programs were 100 percent STT, while one was 80 percent STT, five were 70 percent STT, and three were 60 percent

STT. Likewise, four of the programs did not require or provide for a liberal arts core of courses; but of the eleven that did require such a core, two did not permit elective options within the core. The curriculum, in other words, was more closely prescribed than in many of the other types of programs studied.

As could be expected, practicum experience played a large role in these educational experiences. Thirteen of the programs required a practicum or on-the-job experience, one provided for an optional practicum, and only one did not require the practicum. Time spent in practicum varied, as indicated by responses: "two semesters," "summer field experience," "4 hours per day for six weeks," "two practicums of ten weeks each," 15 hours per week for ten weeks," "4 hours per week during second year," "one semester," "500 hours," and "300 hours." Though the duration of the practicum varies, these times provide for a complete introduction to the "field."

Sample curricula from successful programs follow, one in food distribution and one in food preparation. Note that each of these programs contain a summer practicum.

TRITON COLLEGE

FOOD DISTRIBUTION

First Semester	*Units*	*Second Semester*	*Units*
Bus. Organization	3	Intro. to Food Dist.	3
Bus. Computations	3	Prin. of Advertising	3
Prin. of Marketing	3	Prin. of Accounting II	3
Prin. of Accounting I	3	Communications II	3
Communications I	3	Elem. of Supervision	3
Orientation	1	Physical Education	1
Physical Education	1		
18 Contact Hrs./Week	17	17 Contact Hrs./Week	16

Summer College	*Units*
Food Dist. Internship 1	4
Food Dist. Seminar I	1
Elective	3
44 Clock Hrs./Week	8

Third Semester	*Units*	*Fourth Semester*	*Units*
Human Relations	3	Food Dist. Internship II	8
Super Mkt. Mdse.	3	Food Dist. Seminar II	1
Data Proc. Fund	3	Super Mkt. Operations	3
Sci. of Pers. Health	2	Physical Education	1
American Government	3		—
Physical Education	1		
	—	46 Clock Hrs./Week	13
16 Contact Hrs./Week	15		

COMMUNITY COLLEGE OF DENVER

FOOD SERVICES

Twenty-One-Month Program

First Quarter	*Cr. Hrs.*	*Second Quarter*	*Cr. Hrs.*
Dev. Eng.	3	Dev. Math	3
Sani. and Safety	3	Meal Plan and Service	4
Basic Food Sci.	3	Nutrition	2
Basic Food Preparation	5	Basic Food Preparation	5
	—		—
	14		14

Third Quarter	*Cr. Hrs.*	*Fourth Quarter*	*Cr. Hrs.*
Cler. Rec. and Accounting	3	Coop Work Exp. Internship	5
Prin. of Merchandising	3	Seminar	2
Food Prod.	5		
Basic Baking	2		
	—		—
	13		7

Fifth Quarter	*Cr. Hrs.*	*Sixth Quarter*	*Cr. Hrs.*
Bus. Org. and Mgt.	3	Personnel Admin.	3
Food Prod.	5	Food and Bev. Control	4
Food & Bev. Purchasing	4	Adv. Food Prod.	5
Psych. of Pers. Dev.	3	Elective	3
	—		—
	15		15

Seventh Quarter	*Cr. Hrs.*
Food & Bev. Mgt.	3
Human Rel. in Bus. & Ind.	3
Adv. Food Prod.	5
Case Studies in Admin. Assist.	3
Elective	3
	—
	17

ACCREDITATION

Eleven of the programs were accredited by one agency or more, two were not accredited, and two responded that accreditation was not available. The two that were not accredited at the time of the completion of the questionnaire were seeking accreditation, however. Accrediting agencies include regional associations such as Middle States or Southern, nine; National Executive Housekeeping Association, one; Veterans Administration (probably "approval" is a better term here), one; State Board of Education, one; and Vocational Education Division of State Board, one. Four respondents indicated that civil service classifications existed for graduates of their programs; one was then before the Civil Service board.

Degrees granted by the programs included Associate of Arts (four), Associate of Science (two), Associate of Applied Arts and Sciences (two), Associate of Applied Science (one), and Associate of Business Technology (one). A diploma was given by one program, and five programs awarded certificates. One program that normally granted a degree awarded "a certficate to those who are not qualified by grade-point average to receive a degree." This very gesture is an indication that this program was designed to give the student as much help as possible.

EMPLOYMENT

Eleven programs indicated that their graduates were able to find jobs in the local area, and one, mentioned previously as drawing students from outside the community and housing them in dormitories, responded, "They (the graduates) have all chosen to go back to their home areas, although local people have tried to employ them." Though some students were employed by the practicum agency upon graduation, the cooperating agencies also helped the students find positions elsewhere.

In summarizing job entry positions, five respondents said that contacts made during the practicum were the most significant factor in students' locating jobs. Seven stated that the college placement service was most significant, while three others indicated that the method of replying to advertisements or working through state employment service was most significant. The total values of the practicum cannot, however, be overlooked.

Respondents provided a variety of descriptions of positions held by graduates of the programs. One of the most impressive states:

"Starting management trainee at $9,000. Advancement to General Manager at $15,000. Responsibilities include (managing) a 100-room motel, two bars, one dining room, and one snack bar." Others include "Manager of department store food service," "Innkeeper at $11,000," "Assistant food service supervisor," "Cook in restaurant at $8,000," "Mid-management position at $7,500," "Hospital food service," "Manager of university student union food service," "Chef in restaurant," "College food service," "Dinner cook—understudy to head chef," and "Cook—$10,000 per year within six months of completing program." These figures indicate that this program category provides some real opportunities for graduates of two-year programs.

SUGGESTIONS

Respondents made the following specific comments or suggestions on developing a new program in hotel, motel, and food service. All stressed **initial planning.**

> Survey the area to be served and establish a need for graduates' skills in this area. Develop course objectives for training of indiviuals with the needed skills.

Another cautioned:

> Surveys of community needs are not enough. Potential students' desires and ambitions should be surveyed also—you may end up with a very good program and not enough students to support it.

Another developed this idea a bit further:

> Program areas that are unknown to the general public should have a special plan for recruitment if high school students are desired. If written texts are not available for the special technical courses, consideration should be given to promoting a text for the needed subjects.

One summarized all points of view:

> Form an "exploratory" committee to review the problem. Survey industry to determine need and its willingness to cooperate. Appoint a formal advisory committee. Develop subject outlines for all courses prior to initiation of the program.
>
> Make every effort to establish an active and cooperative advisory committee.

All of the above comments are directed to initial or even preprogram planning.

One respondent stressed the nature of the curriculum.

> Have a proper ratio of classroom theory to practical preparation. (Note: This particular program provided for a practicum of "four hours per day for six weeks or until the student has reached his or her objective.") Allow sufficient time for students and instructor to discuss demonstrations. The program should meet the needs of industry and not be based on a "curriculum for educational egos."

Another mentioned faculty attitude and cautioned that:

> Prospective faculty members should be prepared for the type of student they will encounter in a community college. Both our professional and our trade instructors were expecting a much better qualified and more highly motivated student than we actually received.

The program should be flexible:

> Our curriculum, which is good now, will have to be drastically altered if present growth rates continue.

8 / Law Enforcement

The law enforcement programs are designated by three titles: Corrections and Law Enforcement, Police Science, and Police Administration. Twenty such programs cooperated in the study and returned completed questionnaires. These twenty programs have been in existence from one to eight years, but five have been in existence for two years and six have been in existence for three years, so the full impact of the graduates cannot be assessed at this time. The six older programs can, however, serve as indicators of the success of these programs.

INITIATION

Community pressure was the most cited factor for initiating law enforcement programs: six programs listed it as the sole factor, and six others indicated that it was a factor in combination with others. Manpower surveys (five instances), student requests (four instances), and faculty committee reports (four instances) were also listed. Other factors cited as significant in the initiation of the program were "federal law enforcement education program," "county-wide demand to upgrade police," and "request of local law enforcement people." These last two reasons could easily be interpreted also as "community pressure," though the emphasis seems to be more professionally oriented.

Eighteen of these programs had advisory boards, and one other indicated that although it had operated without such an advisory committee, one would be appointed in the near future. Advisory committee personnel consisted primarily of professionals (on seventeen committees); then faculty (twelve), administration (nine), students (seven), and local business people (four). Professional interest was the main factor in appointing members to the advisory committee, regardless of the individual's profession, and was cited as a factor in sixteen responses. These committees typically met only upon request, though five met regularly (annually or semiannually). All programs, except one, indicated that a director of the program had been formally appointed before classes actually started, at the following intervals: more than one year (one), one year (four), nine months (one), six months (five), three months or less (eight). These programs seem to require a director in the planning, for these appointments were made

more in advance of opening classes than was true of many other programs.

All twenty programs had contacted local related agencies prior to program initiation, and eight of them had received some direct aid in establishing the program. Generally this aid was in the form of special or resource faculty—on a part-time basis. Seven of the respondents indicated that local law enforcement agencies—specifically city and state police—had provided these specialty faculty members. Others had received aid from such agencies in the form of funds or classroom-laboratory space.

COSTS

The most significant expense involved in initiating these programs was the cost of hiring the special faculty members. Though four of the programs required expenditures of $5,000 or less, four others indicated that the additional faculty cost from $7,000 to $10,000, six indicated additional faculty expense of $10,000-$15,000, and two indicated additional expense of $15,000-$20,000. Apparently, qualified teachers among law enforcement personnel cost a bit more than such persons in other professions. Also, three of the respondents indicated that faculty who taught in this program received higher salaries than those who taught in other programs in the college.

Generally, costs for administration were low, with nine programs incurring additional expenses of $5,000 or less and six reporting no additional expenditures because of an altering of responsibilities of current administrators. Equipment, always a potentially costly aspect of a new program, was also reported as being a moderate expense. Eleven of the programs spent $5,000 or less, while three spent from $7,000 to $15,000 additional for new equipment.

To offset the cost of the law enforcement programs, a variety of agencies contributed funds directly to the program. Most important is the federally financed Law Enforcement Educational Program (LEEP), which provides educational grants to full-time law officers and provides loans for students planning to enter the law enforcement field. Thirteen programs indicated that their students received aid from the LEEP resource. Seven programs received aid from state and local governments, two others from individual philanthropists, and one from a national foundation.

Four programs utilized facilities belonging to outside agencies for classrooms, including classrooms in prisons, in a hospital, and in local

police stations. Also, some programs required internships, which were spent in local law enforcement agencies.

Any such use of outside facilities helps to reduce initial costs of funding a new program. Several of the programs indicated that they were housed in temporary facilities on campus, "utilizing laboratories not designed as crime labs," while waiting for the new building to house the police science laboratory. Flexibility is again seen as a hallmark of the community college program.

FACULTY

The great majority of faculty members for the law enforcement programs was recruited from within the community through local professional groups or by individual contact. Sixteen of the programs found their special faculty in this way. One school emphasized the appointment of full-time faculty members through recruitment from graduate schools. Others, however, indicated that they employed law officers with baccalaureate or master's degrees, while one mentioned that their special faculty were lawyers (J.D. or L.L.B.) with experience.

Though experience was a factor cited by fourteen of the programs, there were exceptions. Quite a few considered the advanced degree significant, while one program qualified this requirement a bit: "Both (experience and degree) are important—the latter largely as a criterion for college transfer and credit." Generally, then, an advanced degree plus practical experience were the most significant factors in faculty selection.

The teaching loads were "typical" with thirteen to fifteen contact hours per week being the load indicated by eleven programs. Nine programs also appointed law enforcement officers as part-time faculty so that they could supervise practicums, and another six programs indicated that such appointments would be desirable in the future. This reliance on professionals as faculty, as part-time faculty, and as practicum supervisors is an indication of the value of experience in the law enforcement program.

STUDENTS

The students in the law enforcement programs are representative of what has been observed regarding other human services students: most of them live within a fifteen-mile radius of the school, most of

them are not recent high school graduates, and most of them are in the program to acquire academic training to complement on-the-job skills. Thus several of the programs indicated that they required no practicum or internship experience: their students received two years of related academic work.

Exceptions were noted, of course, like the Pennsylvania community college which had a program for new officers. Thus these particular students were atypical: they were virtually all recent high school graduates, they were involved in an initial training program, and their admissions qualifications were more academically oriented. This program accepted only high school graduates with a regular high school diploma.

Most admissions criteria, however, were generally quite flexible in order to admit students who could profit from the program. The following were required (a given school might have several possible sets of admissions criteria): a regular high school diploma (nineteen), a GED (fifteen), a high school transcript (thirteen), scores from one or more testing agencies (nine), eighteen years of age for those who were not high school graduates and could give evidence of being able to benefit from the program (eight). This last seems low in comparison with most other human services programs and can probably be accounted for in a couple of ways: It reveals a conscious attempt to upgrade the education and image of law enforcement officers and assures acceptance in senior colleges for those who wish to pursue the baccalaureate degree.

Other admissions criteria included the following: "physical requirements (height, weight, vision, etc.) for law enforcement"; "completion of sixteen credit-hours in college-supervised courses at . . . County Sheriff's Training Academy"; and "evidence of no conviction for a felony." There are other programs, however, that do admit convicted offenders, and there is the Parole Officer program that admits *only* exconvicts. Unfortunately, most of these programs are of quite recent development; therefore, data on performance of graduates are not available.

The responses to certain questions regarding student attitudes showed some interesting characteristics. Generally, the new students were a bit more altruistically motivated than were the experienced law officers: "Devotion to the welfare of others and regard for orderly society based on democratic principles"; "the social challenge to youth"; "sense of values and dedication to public service"; "desire for meaningful public service." Generally, the in-service police officer was motivated by more practical forces: "job requirement"; "job ad-

vancement, better assignments." Two respondents indicated that some students were attracted to the law enforcement program simply because of "government interest and money" and "financial aid available." Statistically, student motivation was indicated as "promise of economic reward," "altruistic attitude," and "upward social mobility." One respondent summarized student attitudes at his institution as follows: "The day students (new, full-time) are possessed of a desire to help individuals and community. The Division of Continuing Education students (composed exclusively of police officers) are involved for reasons of security and financial nature." In all fairness, one should assume, however, that these full-time officers were, initially and still, motivated by the same factors as the new students. One significant factor is seen: the day and evening students are different, and the school must take these differences into consideration.

These law enforcement programs are popular: more than 300 community colleges offer such programs, and these programs are stable: seventeen of the twenty respondents indicated that student enrollment has increased since the program inception, while only one had shown a decrease. The largest program in the sample indicated a 45 percent increase in the past two years with a current enrollment exceeding 700.

CURRICULUM

The curricular pattern for the law enforcement programs showed a balance slightly weighted in favor of the general education type of courses. Sixteen of the programs required that 50 to 90 percent of the courses be in the GE area, while nine required 50 to 90 percent in the STT area. The mentioned school that made a clear distinction between day and continuing education students required the following: day students, 50 percent GE and 50 percent STT; continuing education (evening) students, 40 percent GE and 60 percent STT.

The more practical orientation of the continuing education program is clearly evident. Nineteen of the programs required a liberal arts core for the students, and seventeen permitted elective options within that core. Relative to practicum experience, the orientation of the students involved is significant. Five of the programs required a practicum or on-the-job experience, while one program provided an option for such experience. The length of the internship or practicum varied: "part-time one quarter and all summer"; "one quarter to three quarters"; "six–eight hours per week for twelve weeks"; twenty-

six weeks"; "one to two years." These internships were spent in law enforcement agencies or in other capacities—community relations, for example.

The following sample curriculum is typical of those offered by schools having a law enforcement program. For convenience, we have included both the daytime program for new students and the evening program designed primarily for working police officers.

ERIE COMMUNITY COLLEGE

POLICE SCIENCE CURRICULUM

Day Division

FIRST YEAR

First Semester

Course	*Class Hrs.*	*Lab. Hrs.*	*Credit Hrs.*
Physical Science	3		3
English	3		3
Psychology	3		3
Typing or Advanced Typing		4	2
Philosophy of Law Enforcement	3		3
Crime and Society	3		3
	15	4	17

Second Semester

Course	*Class Hrs.*	*Lab. Hrs.*	*Credit Hrs.*
Mathematics	3		3
English	3		3
Health Education	1		1
Public Safety Laws	4		4
Industrial & Retail Security	3		3
Deviant Behavior & Public Safety	3		3
	17	—	17

SECOND YEAR

Third Semester

Course	*Class Hrs.*	*Lab. Hrs.*	*Credit Hrs.*
Introduction to Sociology	3		3
Safety & First Aid	3		3
Principles of Data Processing	3		3
Administration of Justice	4		4
Ethics for Law Enforcement	3		3
Physical Education & Defense Tactics		2	1
	16	2	17

Fourth Semester

Course	*Class Hrs.*	*Lab. Hrs.*	*Credit Hrs.*
General Chemistry	3		3
General Chemistry Lab		3	1
Traffic Problems	3		3
Criminal Investigations	3	2	4
Police Administration	3		3
Seminar on Fire & Civil Defense	2	2	3
	14	7	17

ERIE COMMUNITY COLLEGE

POLICE SCIENCE CURRICULUM

Evening Division

FIRST YEAR

Course	Class* Hrs.	Lab* Hrs.	Credit Hrs.
Police Science 240-272			6
Police Science	85	20	4
Physical Training & Defense Tactics		35	1
Science of Fingerprints	15	21	2
Science of Fingerprints	15	21	2
First Aid		26	1
*(Clock hours for first year)			16

SECOND YEAR

Course	Class Hrs.	Lab. Hrs.	Credit Hrs.
Fall Semester			
Law for Police Officers	4		4
English	3		3
Spring Semester			
Administration of Justice	4		4
Mathematics	3		3
Health Education	1		1
	15		15

THIRD YEAR

Course	Class Hrs.	Lab. Hrs.	Credit Hrs.
Fall Semester			
General Chemistry	3		3
Traffic Control Function	2		2
Police Statistics & Computer Science	2		2
Spring Semester			
Human Relations	4		4
Criminal Investigations	4		4
	15		15

FOURTH YEAR

Course	Class Hrs.	Lab. Hrs.	Credit Hrs.
Fall Semester			
English	3		3
Police Supervision	3		3
Research Problems in Police Science		96	3
SS Elective	3		3
Spring Semester			
Crime, Society, & Corrections	4		4
Police Administration	4		4
	17	96	20

ACCREDITATION

Fifteen of the respondents indicated that their programs were accredited by one or more agencies, while four of the others responded that accreditation was not available. Accrediting bodies were as follows: regional agencies such as Middle States, Northwest, etc. (twelve), state board of education (two), and Southern Association of Junior Colleges (one). One program indicated that it was accredited by a university, perhaps for transfer purposes. Eight of the respondents noted that they were aware of Civil Service classifications for graduates of their programs, while one additional respondent stated that such classification was under consideration by the state Civil Service Commission.

Various combinations of degrees were awarded to graduates of these programs, with incidences as follows: Associate of Arts (eight), Associate of Applied Arts and Sciences (six), Associate of Science (four), Associate of Applied Science (two), Certificate (two), Diploma (one), with three programs not responding to the questions. Several of the schools conferred either the A.A. or A.S. degree or others, depending on the "mix" of courses taken by the student.

EMPLOYMENT

Since eight of the responding programs had not graduated students as yet, the data on employment are somewhat lacking. One program indicated that several students had been assured of employment upon graduation. The twelve programs that had graduated a class stated that the graduates of their programs had been able to find employment in the local area. Generally, this local area was qualified as "county," "metropolitan area," "community college district," etc. Some students had found jobs in the agency with which the practicum was served. Additionally, several others responded that cooperating agencies, if unable to hire promising students, had helped them to find positions elsewhere.

Eight respondents also indicated that job advancement opportunities were generally clearly defined for their graduates in terms of salary, benefits, and title. The expected starting salaries ranged from a low of $6,000 to a high of $9,000 or more. In response to a request for a description of the most satisfactory jobs located for (or by) graduates of the program, the following answers were received: "Patrolman—$7,000 to start"; "Juvenile delinquency staff member responsible for Indian reservation—$950 per month"; "Patrolman—$1,000 per month"; Correctional personnel—$750 per month"; "Several police chiefs"; "Several chiefs; one graduate is a city clerk-administrator, two are police science academy instructors, one is in charge of criminalistics for the county police department"; "Youth training center supervisor."

It must be remembered that many of the police chiefs mentioned above had had long experience on the force and had taken advantage of the community college courses to broaden their academic backgrounds. The future will reveal the impact of the newly trained law enforcement graduates on society in general and on police departments in particular.

SUGGESTIONS

The request for suggestions or advice for those planning a new law enforcement program in a community college met an enthusiastic response. To cite all such responses would be too space-consuming, so only the most significant are given here for consideration.

Determine the need

Be sure that a need exists and that jobs are available.

Project the real community needs.

Survey community needs first.

If the community desires a new program such as police science—the community should provide support, finances, and students.

Get local agencies involved

Cultivate local professional agencies and get them involved.

Community must participate at all stages. Gain support of local agencies in recruitment, planning, and placement.

Form the advisory committee of local professional and prominent citizens.

Faculty

Plan before you actually start classes. Get instructors at least six months in advance.

Get experienced faculty in the technical subjects.

Employ qualified personnel—i.e., degree-holding candidates—preferably master's, with baccalaureate a minimum, plus some years experience in law enforcement.

The program faculty should be carefully selected with practical experience and preferably academic qualifications equal to the college faculty generally.

Curriculum

A balanced curriculum of paraprofessional and general education courses should be selected.

Evaluate the textbooks in terms of relativity and chronological import.

Program should be evenly divided between general education and technical courses, with a view to transferrability of credits to a four-year college.

One respondent agreed with this last point:

> At least 25 percent of the students should be prepared to go to a four-year college.

Another disagreed:

> The administration and college faculty should understand the philosophy of the two-year terminal career program and not consider it something below "college" level.

Finally, some general advice on a number of program aspects:

> Make sure that current career men in law enforcement (who plan to become students) understand that a two-year curriculum leading to the awarding of an associate degree necessarily includes some unfamiliar and difficult subjects—such as mathematics, biology, and chemistry.

In other words, warn them that they must work.

> Run a pilot course for in-service people to get them interested.

And one might add, prepare them for what to expect. And finally, some advice about the total program:

> Plan a criminal justice program to include corrections, probation, and parole. This would have a much broader focus than police science. The program should be educational rather than training-oriented. Avoid courses such as firearms training, report writing, etc. These would be a duplication of local police academy courses.

As others have expressed it in other program discussions, this commentator was interested in education, not training. And one significant aspect of the community college philosophy is seen also: Do not duplicate existing educational opportunities.

9 / Health

Encompassed in the general area of health programs is an enormous variety of paraprofessional and professional programs. Because of the number of schools and the number of faculty and students working in these programs, one could safely say that next to the transfer programs, these are the most popular programs offered by the two-year colleges. We have deliberately avoided the use of the term "community college" here simply because many private junior colleges, with residence halls and no real "community college" identity, offer health programs in addition to the regular transfer programs. With few exceptions, however, the data for this description of Associate Degree health programs were gathered from public community colleges.

Because of the sheer number of programs offered and the number of completed questionnaires returned, this description must of necessity be somewhat general. A detailed description of two-year health programs would be a complete project in itself and, if permitted to, could dominate this present report. We have decided, therefore, arbitrarily to separate the health programs into two categories: nursing and others.

Our rationale is that associate-degree nursing (ADN) education is a rapidly growing educational field; that hospitals are looking to ADN programs to meet the shortage of nurses; and that as a result, many community colleges (and other two-year schools) are contemplating, planning, or actually offering a nursing program. Then, too, the general description of other health programs will provide some suggestions regarding the offering of these programs. The health programs, with numbers of respondents and titles of actual programs, follow in alphabetical order:

Dental (sixteen)—Dental Assisting, Dental Hygiene (Technology), Dental Laboratory Technology

Inhalation Therapy (nine)—Inhalation Therapy Technology, Inhalation Therapy Assisting, Respiratory Therapy Technician

Medical Assisting (seven)—Medical Assistant, Medical Assisting

Medical Laboratory Technology (four)—Medical Laboratory Assistant

Medical Office Assistant (six)—Medical Office Assistant

Mental Health (ten)—Chemical Dependency Counseling Program, Associate in Mental Health, Mental Health Assisting, Community Mental Health Technician, Psychiatric Technology

Nursing (twenty-seven)—Nursing, Nurse Education, Practical Nursing, Vocational Nursing

Physical Therapy Assisting (four)—Physical Therapy Assistant

Radiologic Technology (ten)—X-ray Technician, Radiologic Technician, Radiation Therapy Technology

Miscellaneous Health (seventeen)—Cardiopulmonary Technology, Correctional Rehabilitation, Cytotechnology, Emergency Care and Rescue, Medical Receptionist, Medical Records Technology, Nursing Home Administration, Occupational Therapy Assistant, Operating Room Technology, Prosthetics and Orthotics, Rehabilitation Assistant, Recreation Therapy Assistant, Recreation Therapy Technician

These programs form the basis for the following discussion. In order to give more information about the ADN programs, they will be discussed separately from the others where helpful.

The health programs are quite well established: seventeen have been in operation 8 years or longer; twelve, 5 years; twelve, 4 years; twenty-seven, 3 years; and eighteen, 2 years, an average of 4.2 years. The nursing programs have been in operation an average of 4.7 years: fourteen were 2-3 years old, the rest older. Thus these are well-established, operating programs.

INITIATION

Pressure from the community was the most frequently cited reason for starting a health program. Sixty-two respondents indicated that community pressure was a factor in establishing the program. Of these, twenty-seven stated that community pressure was the sole reason, while thirty-five indicated that it was a factor in combination with others such as manpower surveys (thirty) and recommendations from interested groups or committees. Community pressure was very important in initiating nursing programs (nineteen) while manpower surveys was second (fifteen). Several of the health programs were initiated because of pressure or requests from local professional organizations such as dental societies, because of requests from local hospital administrators, or simply because the college desired to expand its health program offerings. One respondent for a nursing pro-

gram stated that four or five years ago establishing a nursing program was "the thing" for a community college to do.

Ninety-four of the total of 110 health programs and twenty-five of the twenty-seven nursing programs had advisory committees. Membership on these committees consisted of local professional people (ninety-one), faculty (sixty-six), administration (sixty-six), local business people (twenty-nine), and students (eleven). Nursing programs reflected the same general committee makeup except that local business people were found on a proportionally higher number of nursing advisory boards. The makeup of nursing program advisory committees follows: local professional people (twenty-three), administration (seventeen), faculty (fifteen), local business people (fourteen), and student (only one).

Persons were appointed to the advisory committees primarily because of professional interest in the field: 94 percent of all responding programs gave this as the most important criterion. Influence in the community was given as the next most significant criterion. These advisory committees met at varying intervals: only on request (thirty-five), semiannually (eighteen), annually (eleven), three times per year (eight), quarterly (eight), bimonthly (two), and monthly (three). One nursing program discontinued advisory board meetings.

The appointment of the program director took place at varying intervals before students began classes. Generally speaking, the directors were appointed six months or less before classes started. This pattern is quite surprising, especially when the National League for Nursing stipulates that the program head be hired one year in advance of student enrollment. Actually, most health program appointments were made as follows: more than one year in advance (eight), one year (sixteen), nine months (twelve), six months (twenty-four), three months or less (forty-three). The nursing programs show the same general pattern: more than one year (two), one year (five), nine months (seven), six months (seven), three months or less (five). Curiously, thirteen of the nursing program respondents indicated that they were aware of the national organization requirement regarding director appointment. Perhaps good directors are hard to find. In response to a question regarding local agency involvement, ninety-three programs responded that local agencies had been contacted, but that only forty-three had received any contributions from such agencies. Encompassed in these figures are the nursing programs, twenty-six of which actually received some form of contribution. The actual need for these health programs was most often studied by the college (fifty-nine programs), next by local professional people (forty-five programs).

COST

The general belief that health programs are more costly than other programs was borne out in these data from two-year colleges. The figures given here can serve as general guidelines, and each proposed program in a given location will have to determine the amount of extra funding needed. Some respondents failed to give information regarding costs, so these figures are at best a sampling. Extra expenditures for all health programs and nursing programs are listed in Table II.

TABLE II

EXTRA EXPENDITURES FOR ALL HEALTH PROGRAMS AND NURSING PROGRAMS (IN THOUSANDS OF DOLLARS)

Facility	*None*	*5 or less*	*5-7*	*7-10*	*10-15*	*15-20*	*20-30*	*30 or more*
Faculty								
All	2	12	8	14	20	7	10	12
Nursing	0	2	1	2	1	2	5	8
Administration								
All	14	16	7	8	12	8	0	2
Nursing	1	3	3	3	5	3	0	1
Space								
All	19	21	4	4	4	2	1	13
Nursing	2	4	1	1	2	1	0	5
Equipment								
All	7	23	5	7	9	6	3	15
Nursing	1	7	2	0	2	2	1	4

Proportionally, nursing programs cost more than the other programs. For example, 38 percent of the nursing programs spent over $30,000 additional for faculty as compared to 14 percent of the health programs in general. Note also that additional space and equipment costs show a wide range. Special equipment and space for a *first* health program would require substantial expenditures. Additional health programs utilizing the same space and equipment would cost less. In fact, eighty respondents indicated that their health programs (including nursing) shared their facilities with other programs on campus while sixty-eight health programs (including nursing) also utilized facilities owned by other agencies or institutions. Even more significant are the figures for nursing alone: twenty-one share on-

campus facilities while twenty utilized off-campus facilities owned by others. Some such arrangements were temporary, and all thirty-seven programs that stated that such facilities were temporary also indicated that permanent facilities were being planned. The off-campus clinical facilities included private clinics, medical and dental offices, hospitals (including public, private, and Veterans' Administration), and dental clinics at military bases. Apparently, clinical facilities can be found if one looks hard enough.

Agencies granting funds for the operation of health programs include (in order of response) the federal government (fifty-six), local government (twenty-eight), and state government (twenty-three). It must be remembered that some programs receive financial aid from more than one source while others receive none. Nursing programs receive financial aid from local government (eleven), state government (ten), and federal government (nine). Also, some programs receive aid from foundations and other sources within the community.

FACULTY

The faculty for these programs were recruited through contacts within the community (sixty-four instances), local professional groups (forty-eight), and public advertisement (thirty-four). The nursing programs found their faculty within the community (twenty), through local professional groups (twelve), and through public advertisement (twelve). Apparently a community that can sponsor a college also has a resident supply of qualified nursing instructors available. Criteria for qualification as an instructor in these programs varied: health programs in general regarded experience as the single most important factor (eighty) while nursing programs considered advanced degrees as most significant (nine). Eleven nursing programs indicated that a combination of experience and advanced degree was most desirable.

The average teaching load for faculty in the health programs is ten to twenty contact hours per week. Actual loads reported and numbers of programs reporting them were ten to twelve hours (thirteen), thirteen to fifteen hours (thirty-one), sixteen to eighteen hours (twenty-seven), and nineteen to twenty hours (twenty-one). Nursing faculty taught comparable loads: thirteen to fifteen hours (eight), sixteen to eighteen hours (eight), and nineteen to twenty hours (five).

The off-campus health practicums were supervised by college faculty (fifty programs), cooperatively by faculty and employees of agencies (forty-two programs), and by employees of agencies alone

(eleven programs). Off-campus nursing program practicums were supervised primarily by college faculty (twenty-three programs), cooperatively (two), and by agency employees (only one). Thus nursing programs are more directly under the control of the school than other health programs.

Many community college programs follow the practice of appointing professionals from the community as part-time faculty so that they can supervise practicums. Thirty-one of the health programs made such appointments, but only two nursing programs did so. Again, this seems to reflect a tighter control of nursing programs. In response to a question regarding the desirability of such appointments in the future, sixteen of the health programs responded favorably while only one nursing program did. All programs responded that relationships with cooperating practicum agencies were good: very congenial (seventy-four), amicable, but businesslike (twenty-nine), or a combination of these (five).

STUDENTS

The great majority of the students in these programs live within a fifteen-mile radius of the campus: of the total health programs, eighty-four responded that most of the students live within this community. Nursing programs showed a slightly lower proportion: nineteen of the twenty-seven programs indicated that most of their students came from the fifteen-mile radius area. Most of these students are recent high school graduates (sixty-one programs reported thus), but again nursing programs were slightly aberrant (only nine of twenty-seven reported that more than 50 percent of their students were recent high school graduates). The fact that many older women enter licensed practical nursing programs and the fact that some who have completed LPN programs in vocational-technical high schools work for a period and then enter an ADN program could also help to account for this discrepancy. Generally speaking, few of the students were in the health programs for retraining, as opposed to initial training, though some programs indicated percentages as high as 15 percent to 20 percent.

Entrance requirements were quite varied, except that admissions policies for nursing programs seemed to be more academically oriented than for health programs in general. The health programs showed a reluctance to admit students without some kind of high school diploma. The six highest admissions criteria listed for health

programs by incidence follow: regular high school diploma (101), GED (85), personal interview (71—much higher than other human services programs), medical examination (65—expected in health programs), CEEB or ACT scores (59), specialized test scores (36). The six highest admission criteria for nursing programs were regular high school diploma (27), GED diploma (27), medical examination (22), CEEB or ACT scores (20), high school transcript (19), and personal interview (14).

The academic orientation of the admissions policies is also seen in the fact that only three nursing programs admitted "adults who are not high school graduates but over eighteen years of age who give evidence of being able to benefit from the program." Significantly, two of these programs are vocational nursing programs. Generally, the health programs are full time and require full-time students. For example, sixty-eight programs offered daytime classes only, while thirty-nine programs provided both day and evening classes. Daytime nursing classes were offered by eighteen programs, while eight programs presented both day and evening classes. In line with the full-time-student philosophy, no program offered evening classes only. Respondents also indicated that few students were employed full time (seventy-two said 0-5 percent).

Students enter health programs primarily because of altruistic factors (sixty-five responses), economic reward (sixty-two), and upward social mobility (twenty-eight). Nursing programs showed a lesser range of response: altruistic factors (sixteen), upward social mobility (fifteen), and economic reward (fourteen). Altruism is significantly first in each category. Several quotes can help support this observation. From nursing programs: "Love of people and a desire to help sick people and prevent illness," "humanitarian," and "interest in engaging in an activity that helps mankind." From dental hygiene: "A sense of service." From mental health: "People- and problem-oriented; sensitive to the needs of others." Certain programs, however, indicated that students were motivated more by economic reward and by upward social mobility than by altruistic factors. Many of the more technical health programs are seen by students as portals to good jobs and not necessarily as an opportunity to serve the community. Students are satisfied with their career choices, and the programs are growing. Eighty-six programs indicated that enrollment had increased since program inception; sixteen had remained the same, while only four (all in nursing) had shown a decrease.

CURRICULUM

The curriculum patterns in the health programs tend to be oriented toward the skill theory and technique courses, with only nine programs requiring more than 50 percent general education courses. The most often cited pattern was 50 percent GE and 50 percent STT (thirty-five), and then, in order of frequency of response, 30 percent GE–70 percent STT (seventeen), 40 percent GE–60 percent STT (sixteen), 20 percent GE–80 percent STT (ten), 10 percent GE–90 percent STT (eight), 70 percent GE–30 percent STT (one), and no GE–100 percent STT (one). Nursing programs showed a balance of 50 percent GE and 50 percent STT in twenty programs, with STT courses outweighing GE courses in the remainder. The programs that offered a high percentage of STT courses were usually certificate programs, not degree programs. Eighty-two of the health programs required a liberal arts core of courses and of these, sixty-eight provided for elective options within the core.

Practicum experience, always a significant factor in human services programs, is especially significant in the health field. Eighty-four of the programs required a practicum experience. Others apparently offered an optional practicum or labeled the experience as "laboratory, etc." because ninety-nine of the programs indicated that local agencies accepted their students for practical experience courses. In nursing, for example, all responding programs noted that their students were accepted by local agencies. The length of time spent in practicums was quite consistent, especially in the nursing programs in which a student generally spends a semester in each area of medical, surgical, obstetrical, and pediatric nursing specialties. Two sample curriculums are included as examples of successful programs.

SUFFOLK COUNTY COMMUNITY COLLEGE

A.A.S. DEGREE: NURSING

First Semester	*Lec.*	*Lab.*	*Cr.*
Freshman English	3	—	3
PC11: Introduction to Psychology I	3	—	3
BY15: Principles of Biology	3	2	4
NR11: Fundamentals of Nursing I	2	8	5
Physical Education	—	2	1
Orientation	1	—	—
	12	12	16

Second Semester			
Freshman English	3	—	3
PC60: Developmental Psychology	3	—	3
BY25: Anatomy and Physiology	3	3	4
NR22: Fundamentals of Nursing II	—	2	1
NR33: Maternal and Child Care	4	8	6
	13	13	17
Third Semester			
SO11: Sociology	3	—	3
BY26: General Microbiology	3	4	4
NR55: Nursing in Physical and Mental Illness I	6	12	9
	12	16	16
Fourth Semester			
Humanities Elective	3	—	3
Social Science Elective	3	—	3
NR56: Nursing in Physical and Mental Illness II	6	12	9
NR77: History and Development of Nursing	2	—	2
Physical Education	—	2	1
	14	14	18
TOTAL CREDITS REQUIRED			67

NEW YORK CITY COMMUNITY COLLEGE

A.A.S. DEGREE IN DENTAL HYGIENE

Course No.	*Title*	*Credits*
103	Oral Hygiene Practice I	2
104	Embryology and Histology	1.5
105	Preventive Dentistry	2
106	Dental Anatomy	4
100	Principles of Biology & Chemistry	4
	Elective (Communication Arts & Skills)	3
	Total	16.5

Course No.	*Title*	*Credits*
201	Microbiology & Pathology I	2
203 (or)	Oral Hygiene Practice II	2
203.1	Oral Hygiene Practice II, Part 1	1
203.2	Oral Hygiene Practice II, Part 2	1
205	Dental Assisting I	4
301	Anatomy and Physiology	4
365	Organic Chemistry	2
801	Methods & Materials in Education	2
	Elective (Social Science)	3
	Total	19

Course No.	Title	Credits
301	Microbiology and Pathology II	3
303 (or)	Oral Hygiene Practice III	5
303.1	Oral Hygiene Practice III, Part 1	2.5
303.2	Oral Hygiene Practice III, Part 2	2.5
305	Pharmacology	1
307	Radiology I	3
524	Nutrition	2
804	Health Services	2
	Total	16

Course No.	Title	Credits
401	Dental Assisting II	2
403	Oral Hygiene Practice IV	3
405	Survey of Dental Science	0
407	Radiology II	1
	Elective (Mathematics)	3
	Elective (Social Science)	3
802	Educational Organization & Administration	2
	Elective (Communication Arts & Skills)	3
	Total	17

ACCREDITATION

Accreditation seems to be available for accreditable programs: seventy-nine respondents indicated that their programs were accredited or approved by one or more agencies, twenty said that their programs were not accredited, and only eight responded that accreditation was not available. Twenty-four programs responded that they were currently seeking accreditation. The fact that twenty-four programs were seeking accreditation while only twenty were not accredited is an indication that these programs seek multiple accreditation.

Accrediting agencies for these health programs include regional accreditation agencies, state boards of education, state boards of nursing, The National League of Nursing, The American Medical Association, The American Registry of Radiologic Technicians, American Association of Medical Assistants, Medical Board of Examiners of Nurses, California Board of Vocational Nurses, American Physical Therapy Association, and Council on Dental Education of the American Dental Association. In addition to the academic accreditation available, forty-four respondents indicated that Civil Service classifications exist to provide positions for their graduates, and an additional four stated that such classification was before the state Civil Service Board for consideration.

Degrees conferred upon graduates of these programs, in order of response, include Associate of Science (twenty-seven), Associate of Applied Arts and Sciences (twenty-five), Associate of Arts (twenty-two), Associate of Applied Science (fourteen), Associate degree (three), Associate of Arts and Sciences (one), and Associate of Applied Arts (one). In addition, a certificate is awarded by eighteen programs and a diploma by one.

PLACEMENT

Eighteen of the programs responding with completed questionnaires indicated that they had produced no graduates to date, but of the ninety-two programs that had produced graduates, the employment data were highly encouraging. Only five programs responded that their graduates could not find employment in the local area, but all others affirmed that graduates were placed locally. Data for the health program job availability follow, showing the percentage of the *last* graduating class employed within a fifteen-mile radius of the college and in parentheses the number of programs which gave this response: 75–100 percent (thirty), 50–75 percent (twenty-three), 25–50 percent (twenty), 10–20 percent (one), less than 10 percent (eleven). Nursing programs all indicate that their graduates *can* find employment in the local area, but since only eight programs indicated that 75–100 percent of the last graduating class was employed within a fifteen-mile radius of the campus, one can conclude two things: that the "local area" extends beyond fifteen miles, and that the graduates have the mobility to select and choose jobs elsewhere. Twenty-three programs, including seven in nursing, responded that more than half (50–100 percent) of their graduates were hired by the agency with which the student served his practicum. But significantly, thirty-nine programs, including six in nursing, indicated that practicum agencies also helped the graduates to find jobs elsewhere. In fact, placement for health program graduates was most often effected through contacts made during the practicum period (sixty responses). Other methods included the college placement service (thirty-two) and responding to public advertisements (twelve).

Anticipated beginning salaries for all health program graduates ranged as follows: $5,000 or less (fifteen), $5,000–$6,000 (seventeen), $6,000–$7,000 (thirty-four), $7,000–$8,000 (eighteen), $8,000–$9,000 (sixteen), $9,000 plus (two). Eighteen nursing programs responded that their graduates could expect a starting salary of $6,000–$9,000. These figures seem to be supported by responses to a request for a description of "the most satisfactory position located for one of your students." Rather than attempt to list them all, a random selection gave the following.

From *Nursing:*

Senior staff nurse—$8,000.

Staff nurse—$4.30 per hour, responsible for patient care.

Staff nurse—$7,200 per year starting, advancement up nursing ladder in positions commensurate with experience.

From *licensed practical nurse programs:*

No problem placing graduates in local hospital. Salary is three-quarters that of an R.N.

First L.P.N. in southwest . . . to go into public health—under merit system. Ten cents per mile travel, all state holidays—salary $400 per month.

From *inhalation therapy:*

Head of Department of Inhalation Therapy, $12,000–$15,000 annually.

Respiratory Care Director—$9,000. Student graduated last June and he started at this salary. I would assume he has received increases.

Chief inhalation therapist at . . . hospital. $8.000 +.

From *radiologic technology:*

Clinical instructor for X-ray students at a local hospital.

Chief technologist, clinical instructor.

Head technician radiological department—$12,000 per year.

From *mental health:*

Behavior modification technician for E. D. children. $6,200 per year plus fringe benefits.

Working in mental health clinic, with freedom to work with clients according to specific talents. $6,800 per year.

Alcoholic rehabilitation counselor, $6,700 per year.

From *medical assistant:*

Medical assistant in a two-girl office. Starting salary $475 per month with raise in three to six months.

Office manager—both administrative and clinical.

One graduate started in general practitioner's office for $650 per month.

From *dental hygiene:*

Responsibilities as given in state law. Salary $1,000 per month.

Licensed dental hygienist—$50 per day.

Two extremes actually, with differing objectives: 1) Private office—diversified activity, prestigious dentist with patients in higher socioeconomic groups, and 2) Health center—for those who are devoted to the idea of helping those in lowest socioeconomic levels.

These samples should suffice to show the tremendous range of opportunities and salaries available to graduates of two-year health programs.

SUGGESTIONS

So eager were the respondents to provide information and suggestions for schools contemplating offering new programs that some of them filled two pages with comment. Rather than attempt to give quotations as we have in other chapters, we have abstracted the most pertinent and significant bits of information as well as the most often mentioned.

Plan the program well. Many recommended from one to two years' planning time in order to thoroughly study the needs of the community and the needs of the professionals, and to prepare a future group of students. One respondent simply said, "Planning time was the best investment of all." As one aspect of planning, make certain that qualified professionals are available to serve as instructors. Be sure that the community is involved from the beginning. One respondent mentioned that colleges sometimes plan programs and then try to "push them onto the community," with negative results.

Many emphasized the importance of the program director and strongly recommended that he be hired "at least one year in advance of the enrollment of students in classes." Many urged, too, that the college be aware of and be willing to support an increased faculty cost in order to maintain a faculty-student ratio of 10:1.

Make certain, too, that community agencies are willing to cooperate in providing practicum facilities. Many urged correspondence and cooperation with state and national organizations to learn of their ideas for planning, accreditation eligibility, and possible sources of funding. No program can operate without students, and a high number of respondents urged the recruitment of "well-qualified students" through publicity and high school visitation. One respondent urged, "an open-door admission policy is practical—as long as some simple diagnostic tests are available for placement of students in remedial courses as needed."

10 / Parks and Recreation

The parks and recreation programs naturally divide into the two major areas suggested in the title. Though one respondent who completed a questionnaire for a parks program urged that "parks" curricula should be separated from "recreation," the two are found together so often that we have treated them as one category of programs, divided into two emphases.

The sixteen responding programs are divided as follows: under Parks are found Park Management, Natural Resources, Management, Park and Landscape Management, and Parks and Recreation; under Recreation are found Recreation Supervisor, Recreation Technician, and Parks and Recreation Leadership. The distinctions in the two areas of emphasis are not always clear-cut. These programs appear to be quite well established (a couple of respondents indicated that the field was saturated), with eleven of the programs in operation from three to six years.

INITIATION

The initial impetus for establishing these programs came from a variety of sources, with manpower surveys (nine) and community pressures (seven) being the most cited. Faculty committee reports (two) and student requests (one) were also noted. A variety of "write-in" reasons were also given as follows: "Request from Pennsylvania Department of Forests and Waters," "Instructor's personal interest," "Recommendation from National Recreation and Parks Association," and "high school student interest." Two of these agencies are, of course, not the "community" as defined earlier. In fact, the data reveal that these programs are generally less community-oriented than most others, an obvious exception occurring when the "community" is a large metropolitan area.

Twelve of the programs have advisory committees that generally meet only on request (ten), though others meet at regular intervals. One program respondent indicated that the advisory committee had helped launch the program six years ago but had now become inactive. The composition of the advisory committees was as follows: local professional people (ten), faculty members (eight), administration (seven), local business people (four), and student (one). In any instance, professional interest was the most important factor and ac-

counted for selection on twelve committees. Program directors were appointed at varied times, ranging from more than a year (two), one year (one), and three months or less (nine) before classes began to one year after classes began (one). Two programs had no director but were under another administrator. Local agencies had been contacted when thirteen of the programs were in planning, and seven of these agencies had responded with aid, usually in the form of faculty or facilities.

COST

These programs showed a wide range of additional initial expenses, but faculty is clearly the most costly factor. Generally, administration duties were altered, so no additional expense was incurred. Existing classroom facilities were used, and special equipment (playgrounds, parks, gymnasiums, ski trails, etc.) were borrowed or rented, so that no great additional expenses were involved. Nine programs indicated additional expense for equipment and facilities of less than $5,000. One program, however, spent $15,000–$20,000 on additional equipment. Additional specialty faculty did raise the initial expenses: seven programs spent $10,000–$15,000 on new faculty; one spent $15,000–$20,000. Four programs indicated, however, that current faculty staffed the new program with no additions necessary. Funds to help offset the cost of these programs were received from several outside agencies: state government (six), federal government (five), local government (two), and a national association. It must be remembered that some of these programs received funding from as many as three sources, while many others received no funding at all.

As indicated before, costs were kept down by borrowing or sharing facilities. Fourteen of the programs shared laboratories, etc., with other programs on campus, and twelve used facilities owned by other agencies for practicum or field purposes. A listing of borrowed or rented facilities shows the cooperation these programs received: private recreation areas; hospitals; geriatric centers; state, county, private, and city parks; private camp grounds; bowling alleys; ski areas; golf courses; nursing homes; boys' clubs; public school gymnasiums; and others. One program received 600 acres of land to develop as a field laboratory. Despite all this, seven of the respondents indicated that the facilities in use were inadequate for the program and that permanent facilities were being planned (or built). Five programs felt, on the other hand, that their students benefited from temporary facilities because "it is more like a field work setting," "gives an

actual experience on the job," and "lets them see what it's really like." Most respondents felt just as strongly that temporary facilities were not desirable.

FACULTY

The colleges that did hire additional faculty members used various methods of finding them; but again, a significant contrast with other human services programs is noted: the faculty were not found in the community. The most often cited methods were interviews arranged through graduate schools and university placement services, through public advertisement, through professional acquaintances, and through National Recreation and Parks Association Personnel Service. The most significant factor in faculty selection was "a wide range of experience" plus a master's degree. Statistically, experience was cited as most important (eight), advanced degree next (five), and a combination of the two last (three). The typical faculty teaching load was thirteen to eighteen hours per week, with thirteen to fifteen at seven schools and sixteen to eighteen at five. Faculty also supervised off-campus practicums when these were used in the curriculum. Thirteen of the parks and recreation programs did not employ professionals as part-time faculty, though six respondents said that there would be some value in so doing.

STUDENTS

Students in these programs were more traditionally typical college students than in other human services programs. Most of them were recent high school graduates (50–100 percent of the students in twelve of the sixteen programs), were in school for initial training as opposed to retraining, and were quite happy with their choice. Admission requirements were somewhat more rigid than in other programs: regular high school diploma required (thirteen), GED accepted (nine), high school transcript required (nine), eighteen years of age for non-high school graduates who could benefit from the program (eight). Three programs, however, gave this last criterion as the sole admissions requirement and correspondingly indicated that most of their students were *not* recent high school graduates. These programs were exceptions to the initial statements in this section, exhibiting the community college "open door" aspect. Most of the students in these programs were not employed full time; hence six

of the programs offered daytime courses exclusively, while ten programs offered both day and evening classes.

Students were attracted to these programs for altruistic reasons (nine), upward social mobility (five), economic rewards (four), and other reasons (three), including "a shorter preparation time before they get on the job than in a four-year program," "interest in the field," and "interest in conservation." Altruism accounted for a high number of choices in the recreation programs: They have "a sincere desire to work with people—i.e., they love people"; "They enjoy people and working to serve them"; "They have a desire to do more for human beings." These programs are well established: student enrollment had increased in twelve programs since inception and had remained the same in three others.

CURRICULUM

The curriculum patterns in these programs were all quite similar showing a mix of 30–40 percent general education courses and 60–70 percent skill theory and technique courses in fifteen of the programs. One program showed 60 percent GE courses and 40 percent STT. Ten of the programs required a core of liberal arts courses, while six did not. All ten of the programs requiring the liberal arts core provided for elective options.

All eight of the recreation programs required a practicum experience; while four of the parks programs required a practicum, three did not require it, and one provided an optional practicum for students desiring this type of educational experience. All programs offering practicums responded that local agencies accepted the students for this experience and that relationships with practicum agencies were good. The length of the practicum varied: "twenty-four weeks," "120 hours," "128 hours," "eight weeks," "four contact hours per week for four semesters, plus one summer of full-time experience (minimum six weeks), "part-time two semesters," "one term," "nine weeks," and "six hours per week for three semesters." Some cooperating agencies are listed under *Cost*. Perhaps this list will give some insight into additional available facilities for other programs.

A sample curriculum from each category of parks and recreation follows. Unfortunately a sequencing of courses on a semester-to-semester basis cannot be provided, but these lists of requirements should give some guidance.

LAKE CITY JUNIOR COLLEGE

PARK MANAGEMENT

Students who would like to work at managerial positions in private and public (federal or state) parks should follow the program outline below.

BUS	201	Accounting
BUS	240	Business Communications
BUS	283	Principles of Personnel Management
ENG	101	Communicative Skills
MAT	105	General Education Mathematics
BUS	209	Business Mathematics
HRE	102	Human Relations
LSO	106	Soils and Fertilizers
LSO	111	Plant Identification and Use
LSO	204	Pest Control
LSO	205	Landscape Design
ORI	100	Orientation to College
PAR	101	Fundamentals of Park Management
PAR	102	Area Evaluation Analysis
PAR	103	Development Techniques
PAR	104	Maintenance Techniques
PAR	200	On-the-Job Training
PAR	201	Master Planning and Design
PAR	202	Project Planning and Job Planning
PHS	101	General Physical Science
RED	101	Developmental Reading
SPH	105	Fundamentals of Speech

Two semester-hours of Physical Education
Electives — three credits

GOLDEN WEST COLLEGE

RECREATION LEADERSHIP

The two-year curriculum in recreation leadership is designed to prepare men and women for positions of leadership and guidance in the ever-growing field of recreation. It provides a central core of courses that are applicable to leisure time activity generally and also provides course work in specialized areas of recreation. The program strives to provide the basic skills and knowledge necessary for many face-to-face leadership positions in public recreation departments, beach departments, retirement communities, armed forces recreation, industrial and commercial recreation, medical facilities, camping, and various types of voluntary youth-serving organizations.

The curriculum encompasses selected courses in sociology and psychology to provide an understanding of people and how to relate to them. Courses in recreational leadership, art, music, physical education, and drama have been developed to achieve a broad background in program skills. A variety of professional courses are geared to developing an understanding of American leisure and the recreation profession.

FALL

	Units
Development of Leisure and Recreation	2
Social Recreation Leadership	2

SPRING

	Units
Introduction to Community Recreation	3
Playground Recreation Program Leadership	2

SUMMER

	Units
Field Work — Community Recreation	3

FALL

Recreation Program Leadership Methods and Techniques	2
Organization of Fall Sports in Recreation	2
Recreation for Social Groups	2

SPRING

Administrative and Organizational Structure of Recreation Agencies	2
Outdoor Recreation	3
Organization of Spring Sports in Recreation	2

REQUIRED SUPPORTING COURSES FOR THE MAJOR:

	Units
Art 10B	2
English 50A	3
Health Education 51	1
*Mathematics 51	1
Music 30A	1
Physical Education (four semesters)	2
Professional Physical Education 4	1
Professional Physical Education 5	1
Psychology 55	3
Psychology 60	3
Speech 52	3
Theatre Arts 1	2

RECOMMENDED ELECTIVES FOR THE MAJOR:

	Units
Art 10A	2
Health Education 1	2
History 70	3
Journalism 20A	3
Physical Science 1-1L or Biology 2A	4-5
Professional Physical Education 2	1
Professional Physical Education 3	2
Professional Physical Education 11A or 12A	2
Professional Physical Education 11B or 12B	2
Sociology 1	3
Speech 1A	3

* Required for only those students who have not made a satisfactory score on the Mathematics Placement Test.

ACCREDITATION

Nine of the programs were accredited, some by two or more agencies, and two were seeking accreditation. Five indicated that accreditation was not available, but some sort of accreditation is surely available somewhere. The following list of accreditation agencies and incidence of program accreditation should encourage unaccredited programs to seek such approval: state boards (four), regional

accreditation agencies (three), National Recreation and Parks Association (one), State University of New York (one). In addition, two programs indicated that they were approved by four-year colleges and universities in that their graduates are granted admission to the four-year schools. One of the programs seeking accreditation was seeking it from a regional agency, and one accredited by a regional agency was seeking further accreditation from the National Recreation and Parks Association. Seven programs responded that Civil Service classification was available for their graduates, while two others indicated that such classification was under study by the state Civil Service commission at present.

One example of community college-state cooperation is seen in the situation at a Pennsylvania community college: the state Department of Forests and Waters made the initial request for the program establishment; subsequently the state Civil Service commission was to decide whether to include graduates in a Civil Service classification.

Degrees awarded to graduates of these programs included Associate of Applied Arts and Sciences (five), Associate of Arts (four), Associate of Science (two), Associate of Arts and Sciences (one), Associate of Applied Science (one), and Associate of Recreation and Parks (one). Two programs also granted a certificate for one year of study.

EMPLOYMENT

Of the programs that had graduated a class to date, twelve indicated that the students are able to get jobs in the local area. Some of the western schools defined local area as the "state," but others defined it more specifically as "school district," or a "radius of twenty to one hundred miles." About half the programs reported that fewer than 25 percent of their graduates were employed within a fifteen-mile radius of the school, but one reported that 75–100 percent of the graduates were currently employed within a fifteen-mile radius of campus. As might be expected, this school is located in a highly populated area.

Graduates most frequently locate entry jobs through a variety of means: college placement service (four), contacts made during practicum (six), plus National Parks and Recreation Association (two), state park and recreation associations (one), application to government agencies (one), and state Departments of Forests and Waters (one). A request for information regarding jobs found by graduates produced some interesting answers:

Recreation supervisor for day-care center, some administration, beginning salary $6,800.

Playground Director.

Commercial Recreation Agency, $700 per month, opportunity for advancement in salary . . . is responsible for twenty other employees and programming for 10,000 persons.

Senior recreation leader—$7,400—directs and supervises entire program.

Assistant Community Center Director, $7,000 to $8,500 in three years. Responsible for organizing and conducting a diversified program of activities for participants from a town of approximately 8,000 population.

Foreman—Parks and Recreation.

Fire control officer—GS4.

Campground Manager, Holiday Inn, $6,000 plus housing and transportation.

Forest ranger, $6,500.

Employers are apparently utilizing the skills and training of these graduates.

SUGGESTIONS

As suggestions were directed to specific programs, they are so presented below. The suggestions are so pointed and helpful that some will be quoted at length.

Recreation

Because paraprofessional recreation leaders are not employed in abundance, the only colleges that can likely justify such a program are those in or near large population centers. I would caution schools in more rural areas to substantiate employment demand before launching a recreation leadership program.

Another suggests more tersely:

Ascertain job placement after graduation.

Reliance on professional guidance is also mentioned:

Seek advice and consent from the national organization.

Hire a "pro" to head the program.

Seek advice and assistance from the professionals in the program field.

Follow closely national and state agency recommendations for the establishment of occupational programs.

Advise the college to develop the program according to the suggestions made by the Department of Health, Education and Welfare. The National Recreation and Park Association developed a suggested guide for the establishment of a two-year Recreation Leadership Program . . . This guide would be beneficial.

And of course,

Recruit qualified faculty.

Two comments revealing educational philosophy conclude this section:

Stay with vocational and technical oriented fields. Stay away from college prep-type curricula.

The program should not be too specific, but should allow a student to be versatile. For example, we are thinking of putting law enforcement, recreation supervision, and community service into one program. The program would be called "Community Service" and would allow the student to have a broader background. He would in essence be much more versatile.

Others have disagreed with this philosophy and have stressed specific education. That emphasis which best serves a specific community should be adopted. Some making suggestions for the parks curricula disagree.

Parks

Separate park management from "recreation," provide a solid base for further study to B.S. degree.

Also, several mentioned a tight job market in this program area:

Be sure to check employment opportunity, this is a somewhat crowded field.

Determine the job market.

Canvass the community to find the acceptance of the graduating student's degree and the jobs that exist in the community or state.

One especially sound bit of advice applicable to many programs adds:

Job classification should be established by Civil Service or some other agency before the curriculum is developed and students are accepted into the program.

And again a note of caution:

Make a comprehensive study of the needs and the numbers of (interested) students. Surveys are often false.

11 / Social Work

The programs in this category, under the general designation of social work, are relatively new. Only two of the ten programs have been in operation for four years, while the rest have been in operation for two years or less. Therefore, some data will be quite sparse; but since establishment of these programs is so recent, abundant information is available on starting a new program. Two of these programs were designed primarily to give formal education to persons already employed full time as social workers of one kind or another, while the other programs were designed to educate people for a specific vocation. Program titles are varied, but most contain the phrase "social work" or "social services." Perhaps an agreement on one title could be worked out to avoid such multiplicity of names. The titles of the programs that cooperated in this study follow: Social Work Aide (two), Social Work, Community Service Technician, Community Service Assistant, Human Service, Social Service Technology, Social Services Curriculum, Social Services Aide, and Social Service Technician.

INITIATION

The initial urging to establish the program came from various sources, with no clear pattern emerging: community pressure (three), student requests (two), manpower surveys (two), faculty committee reports (one), and American Association of Junior Colleges recommendation (one). Other, somewhat tenuous reasons were given: "It seemed to be an area in which vocational courses would be appropriate," "administrative decision," and "came from the sponsor's brain." One more valid reason was "determined with local social work supervisor that a need existed." Nine of the programs have advisory committees, made up of faculty (eight instances), local professionals (eight), administration (seven), students (two), and local business people (two). Nine respondents indicated that professional interest was the most significant criterion in selection of advisory committee members, while three also indicated that community influence was significant. One very practically oriented program selected advisory committee members who "are involved in agencies as potential employers." The advisory committees met on request (five), annually (one), annually or on request (one), bimonthly (one), or semiannually (one). Appoint-

ment of the program director, generally the first step in program establishment, took place at varying intervals before students enrolled in classes: More than one year (one), six months (two), three months or less (three), simultaneously (one). Two programs had no formal director, but one of them was "under the leadership of the division chairman." All ten programs had been in communication with local agencies before program initiation, but only one agency, a United States Public Health Hospital, directly contributed to the program. Other agencies cooperated, but did not contribute.

COST

One feature of these programs is that they are relatively inexpensive to initiate; thus a community college could conceivably operate such a program until community needs were met, then retire the program and reactivate it if and when the need arose. Additional expenditures for faculty were the highest-cost items in the new programs, and these were quite moderate: one program spent $7,000 to $10,000 and another spent $10,000 to $15,000. All others indicated less than $5,000 (three) or no extra capital required (four). In the areas of administration, space, and equipment, all programs responded alike: two spent less than $5,000 in each of these areas, and the remaining eight invested no extra capital. Two programs received some funding from federal and state governments.

All but one program shared facilities with other programs on campus, and seven programs used facilities off campus for certain class work or for practicums. The off-campus facilities were "classrooms in the county welfare department," "placement agencies," "Boys' Clubs," "day care centers," "public welfare office," "convalescent hospital," "United States Public Service Hospital," and "public and private social agencies and public schools." All respondents affirmed that classroom/laboratory/practicum facilities were adequate for the operation of the program.

FACULTY

Most of the programs in this study did not hire additional full-time faculty to staff the new program, but those that did indicated that they had located these faculty members in the community (four), through local professional groups (two), or by public advertisement of need (one). Other responses give insight into the staffing of these

programs: "no additions were necessary," "none were recruited, all were available," "from our existing faculty," and "Our instructors are all part-time instructors and full-time social work administrators."

In citing the criteria used in selecting faculty, respondents indicated that "experience on the job" was most significant (nine), with an advanced degree next (seven). Other criteria included "bachelor's degree plus experience," "interest in the program and certified instructor of sociology," and "master's degree a minimum requirement." Apparently the regular college social science faculty supplemented by part-time professionals can adequately staff such a program. Teaching load for full-time faculty or part-time equivalents was thirteen to fifteen contact hours per week, with one program reporting a high of sixteen to eighteen hours per week. Off-campus practicums were supervised cooperatively (six instances), by employees of agencies (three), and by the administration (one). Three programs appointed employees of agencies as part-time faculty for the purpose of supervising practicums, while five others indicated that such appointments would be desirable, one said "possibly," and one "perhaps." This arrangement gives the student a practicum under a faculty member who is also a full-time professional; the student should benefit. All programs reported either "congenial" or "amicable but business-like" relationships with practicum agencies.

STUDENTS

The students enrolled in these programs are what we have come to label as "typical" community college students: The great majority of them live in the community—the area within a fifteen-mile radius of campus. About half of these students are not recent high school graduates; depending on the specific program, as few as 0–25 percent are recent high school graduates. One program indicated, however, that 100 percent of the students were recent high school graduates.

As discussed earlier in this chapter, some of these programs are designed for specific segments of the community population and reflect this individuality. Admissions criteria reflect the program philosophy and show a wide spread: Two programs required a high school diploma with no other provision for admission, while three programs required an applicant to be "eighteen years or older and give evidence of being able to benefit from this program." Nothing else was required. A ranking of the most often-cited admissions criteria follows: high school transcript (seven), regular high school di-

ploma (seven), GED (seven), eighteen years of age and ability to benefit from the program (five), minimum age limit of eighteen (five), and a medical examination (four).

To accommodate the various types of students, both day and evening classes were offered (nine) daytime only (five), and evening only (one). Many of these students (and all students in one program) were employed full time.

Students were attracted to these programs because of altruistic attitudes (seven responses), with economic rewards and upward social mobility next. These students' attitudes were described specifically as "an interest in a 'helping' job," "a sense of responsibility," "a desire to help people," and "honesty, self-exploration, concern about the depredations of the affluent society, therefore, a desire to help people learn about and use expanded choices." All programs responded that students were satisfied with their choice of curriculum and correspondingly, all enrollments had increased since inception of the program.

CURRICULUM

The curricular patterns, with one exception, ranged from 50 to 80 percent GE-type courses and a corresponding 50 to 20 percent STT courses. The one exception was 20 percent GE and 80 percent STT. One program respondent mentioned that his program consisted of 100 percent STT courses for a one-year certificate and two years with a 50-50 mix of GE and STT courses for the associate degree program. Nine of the programs provided for a liberal arts core of courses and one did not. All nine of these programs also provided elective options within the liberal arts core.

All programs required a practicum, and all were able to place their students for the practicum with the previously listed local agencies. Time spent in practicums ranged from a low of seventy-two hours to a high of 640, and was distributed as follows: "four to six hours per week for twelve weeks," "ninety hours per semester for three semesters," "330 hours," "one semester," "four hours per week," fifteen-eighteen hours on job, one hour in class each week for ten weeks," "ten hours per week for two to four semesters," "three semesters," and "four hours per week for two years." A sample curriculum from a successful program follows.

COMMUNITY COLLEGE OF PHILADELPHIA

SOCIAL SERVICE CURRICULUM

FIRST YEAR		Semesters	
		First	*Second*
SSER. 101	Introduction to Social Service	4	
SS. 101	Social Science I		
	or	3	
PSYC. 101	Introduction to Psychology		
ENGL. 101-102	English Composition	3	3
MATH 101-102	Fundamentals of Mathematics		
	or	3	3
MATH 191-192	Technical Math		
POLS. 111	American Government	3	
SSER. 102	Practicum in Social Service I		4
POLS. 112	Urban Agencies		3
SS. 102	Social Science II		
	or		3
SOC. 101	Introduction to Sociology		
TOTAL FIRST YEAR, 32 CREDIT-HOURS		16	16

SECOND YEAR		Semesters	
		First	*Second*
SOC. 231	Social Problems	3	
SSER. 201-202	Practicum in Social Service II & III	4	4
ELTV.	Technical Electives	6	3
ELTV.	General Electives	3	9
TOTAL SECOND YEAR, 32 CREDIT HOURS		16	16

Total to Graduate, 64 CREDIT-HOURS

ACCREDITATION

Five of the programs were accredited by various agencies, two were not accredited, and three responded that accreditation was not available. The five that were accredited indicated that each was accredited by a regional accreditation association and, in addition, one was accredited by a state board of community colleges and one by a state board of regents. One responded that it would seek to have the program accredited "if and when an accreditation agency exists." More encouraging, seven of the respondents indicated that Civil Service classifications existed which encompassed the skills of their graduates. Though this is not formal accreditation per se, it is a valid type of recognition. Degrees conferred include Associate of Arts (seven), Associate of Sciences (four), and certificate (one). One school awarded either the A.A. or A.S. depending on the course taken.

EMPLOYMENT

Five respondents affirmed that their graduates were able to find employment in the local area, defined as "county," "metropolitan area," "southern part of the state," and "sixty-mile radius." Four programs had not graduated students at the time of the questionnaire, so the record is quite good. Then, too, a couple of respondents could not successfully give information because their students were "employed full time while enrolled." Three of the respondents stated that 25–75 percent of their graduates find employment with the practicum agencies, and two also responded that practicum agencies help students find jobs elsewhere if they cannot themselves employ the graduates.

The most frequently used methods of finding employment were through contacts made during the practicum (three), college placement services (two), and applying for advertised positions (one). Only one respondent gave information concerning the best position located by a graduate: "Intake interviewer, private counseling service, responsibility for organizing groups after acting as receptionist during summer practicum." Again, the fact that many of these students were full-time social work employees is probably a factor in limiting these responses. The respondents indicated that program graduates should realistically expect a starting salary of $5,000 to $6,000 (four), $6,000 to $7,000 (three), $7,000 to $8,000 (two), and $8,000 to $9,000 (one).

SUGGESTIONS

Program for full-time employees

> Discover from administrative officers of many segments of the community's civil service or private sectors if there is a need for upgrading their employees. If there is and . . . a feasible number (is needed), a citizens' advisory committee should be formed and resource personnel should meet with them and school personnel to determine needs, directions, and extent of career ladder opportunities, etc. Finally, design the course, select qualified instructors, and publicize the program.

Development of a basic program

> Develop a basic program with options. Do not train in a social service field for "a" job, but for basic human services.
>
> Provide a basic general program, encompassing training for all jobs in all agencies that provide social services—social welfare, child

care, rehabilitation for mentally and physically handicapped and disadvantaged persons, health, home economics, geriatric care.

The same respondent also urged that community college students should have the option of:

> continuing their education; a career ladder and a good sequence of updated, upgraded educational experiences.

He urges that a successful social service program:

> 1) select agencies carefully, 2) provide adequate field supervision for students, 3) provide seminar time with practicums, 4) employ faculty with prior public local agency experience and contacts, and 5) coordinate social science and general education courses for the broadest-spectrum learning. (Biology should be man/health-oriented; language should be conversational.)

One program coordinator responded with several suggestions, all valid it would seem.

> Appoint a concerned community advisory committee including minority and WASP students interested in people-to-people occupations.

This seems to be an especially pertinent point, especially when many advisory committees have *no* student representation. He also suggests really working to find funding for financial aid for students, provide for conferences, and improve facilities. He makes such a strong plea for articulation with senior colleges that it, too, should provide some insights:

> Close coordination with local and state-wide state colleges and universities offering baccalaureate and master's programs in social work, counseling, clinical psychology, and other related programs, working toward a realistic, "building-block" type, mutually accepting and respecting course structure from the community college to the B.A. or M.A. level. This should include a restructuring of courses in the upper levels to obviate duplication, to give course credit by examination or other satisfactory means for courses and field experiences taken before and during the A.A. human services curriculum.

This is a large order, but significant, especially in those program areas that are adaptable to further study on the baccalaureate level.

12 / Some that Closed

A discussion of the closing of human services programs serves as an appropriate topic for the closing of this report. If some of the factors contributing to program termination can be defined, future program closings may be avoided.

In response to the question, "Has your college ever started or planned a new human services program and then discontinued that program," thirty respondents answered "yes." Lack of students was cited as a factor in seventeen closings. Perhaps this was due to inadequate planning, publicity, and recruitment programs in the junior and senior high schools. Students cannot enroll in a program if they are unaware that it exists.

Ten program closings were attributed to insufficient or unsuitable entry positions for program graduates. The community college must remain sensitive to manpower needs, and continually adjust its programs to meet the community's needs. The ability to adapt to change and to develop new programs is a vital part of the community college, and it is no wonder that human services have found a home there. An administrator of human services in a New England community college has summarized this aspect quite well:

> In our case, for instance, what will happen here next year is different from what happened last year, or what will happen two years from now. Our programs change to meet employment needs of the community, and the needs of our students. Since human services programs at the two-year level are relatively innovative, we would hope that the administrators, students, and professionals would accept the principle of evaluation and change.

Even if entry positions were available, some respondents indicated that the salaries they offered were too low for the level of education achieved. Perhaps in these cases program administrators did not accurately evaluate the community's needs for the graduates they would produce. Advanced planning and some commitment or assurance from prospective employers may decrease such a risk. Too much cost relative to program outputs was a factor in eight closings. Interestingly, a shortage of qualified faculty was listed as a factor in only one closing.

Perhaps these findings (and, indeed, this entire report) will serve as a helpful tool to administrators of human services programs. The writers feel a strong commitment—as is evident throughout this work

—to the further recognition and expansion of paraprofessional human services in this country.

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Center for the Study of Higher Education
The Pennsylvania State University

The Center for the Study of Higher Education was established in January 1969 to study higher education as an area of scholarly inquiry and research. Dr. G. Lester Anderson, its director, is aided by a staff of twenty, including five full-time researchers, and a cadre of advanced graduate students and supporting staff.

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Research reports, monographs, and position papers prepared by staff members of the Center can be obtained on a limited basis. Inquiries should be addressed to the Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802.

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Appendix II / Taxonomy of Human Services Occupations

INDEX OF HUMAN SERVICES FIELDS

01.00 Child Day Care
02.00 Education
03.00 Fire Prevention and Safety
04.00 Government Service
05.00 Health
06.00 Hotel, Motel, and Food Service
07.00 Law Enforcement and Corrections
08.00 Parks and Recreation
09.00 Social Work

01.00 *Child Day Care* — awareness of children as they learn, grow, and develop and of homes in times of both stress and normalcy.

- 01.01 Child Care and Homemaking Supervisor
- 01.02 Child Care Manager
- 01.03 Child Care Worker
- 01.04 Child Development Technician
- 01.05 Home and Community Child Development Aide
- 01.06 Child Care and Guidance Worker
- 01.07 Residential Child Care Aide
- 01.08 Home Extension Aide
- 01.09 Community Aide: Homemaker
- 01.10 Day Care Center Worker
- 01.11 Institutional Child Care Aide
- 01.12 Pediatric Aide

02.00 *Education* — consideration for the varied preprofessional services utilized in the educational process, including classroom, library, and audiovisual assistance.

- 02.01 Teacher Aide (Elementary-Secondary)
  - 02.01A Teacher Assistant
  - 02.01B Assistant Teacher
  - 02.01C Instructional Aide
  - 02.01D Educational Aide
  - 02.01E Educational Technician
  - 02.01F Bilingual Teacher Aide
  - 02.01G Teacher Aide/ Audiovisual
  - 02.01H Recreational Teacher Aide
  - 02.01I Vocational Music Education Aide
- 02.02 Nursery School Assistant
- 02.03 Special Education Aide
- 02.04 Mental Retardation Technologist
- 02.05 Library Technical Assistant
  - 02.05A Library Technical Aide
  - 02.05B Library Assistant
  - 02.05C Library Technician
  - 02.05D Library Technical Assistant/ Audiovisual
- 02.06 Instructional Media Assistant
  - 02.06A Instructional Media Technician
  - 02.06B Educational Media Technician
  - 02.06C Teacher Aide/ Audiovisual
  - 02.06D Library Technical Assistant/ Audiovisual
  - 02.06E Educational Communications Aide
- 02.07 Media Center Technician
- 02.08 Learning Resources Technician or Educational Resources Technician
- 02.09 School Services Technician

03.00 *Fire Prevention and Safety* — concern with efficient and effective fire prevention, control, and safety.

- 03.01 Fire Administrator
- 03.02 Fire Technician
- 03.03 Fire Science Technician
- 03.04 Fire Science and Prevention Technician
- 03.05 Fire Prevention Technician
- 03.06 Fire Protection Technician
- 03.07 Fire Safety Technician
- 03.08 Fire and Safety Technician

04.00 *Government Service* — regard for the public domain, with emphasis on executive aspects of its maintenance and the legal system.

- 04.01 Municipal Manager
- 04.02 Public Administrator
- 04.03 Public Administrator: Law Enforcement
- 04.04 Public Administration Assistant
- 04.05 Public Service Aide
- 04.06 Public Health Inspector
- 04.07 Public Health Aide
- 04.08 Plumbing Inspector Aide
- 04.09 Court Reporter
- 04.10 Law Clerk: Legal Aide
- 04.11 Legal Technician
- 04.12 Law Enforcement: Local Police Agency

05.00 *Health* — consideration of the mental and physical health of individuals and the provision of well-run facilities for medical care.

- 05.01 Nurse
  - 05.01A Registered Nurse
  - 05.01B Graduate Nurse
  - 05.01C Licensed Practical Nurse
  - 05.01D Practical Nurse
  - 05.01E Vocational Nurse
  - 05.01F Technical Nurse
- 05.02 Nurse's Aide
- 05.03 Intensive Care Aide
- 05.04 Operating Room Technician or Surgical Technician
- 05.05 Medical Therapy Technician
  - 05.05A Inhalation Therapy Technician
  - 05.05B Radiation Therapy Technician
  - 05.05C Radiologic Technician
  - 05.05D Cardiopulmonary Technologist
- 05.06 Medical Therapy Aide
  - 05.06A Transfusion Therapy Aide
  - 05.06B Inhalation Therapy Assistant or Inhalation Therapy Aide
- 05.07 Medical Assistant
  - 05.07A Doctor's Assistant
  - 05.07B Clinical Medical Assistant
  - 05.07C Medical Assisting Technician
  - 05.07D Pediatric Aide
- 05.08 Health Aide
  - 05.08A Health Technical Aide
  - 05.08B Community Health Aide
    - 05.08Ba Community Medicine Assistant
    - 05.08Bb Community Mental Health Aide
    - 05.08Bc Community Mental Health Assistant
    - 05.08Bd Community Mental Health Technician
  - 05.08C Public Health Aide
  - 05.08D Home Health Aide
- 05.09 Mental Health Associate
  - 05.09A Mental Health Assistant
  - 05.09B Mental Health Worker

05.09C Mental Health Technician
05.09D Psychiatric Technician
05.09E Community Mental Health Aide
05.09F Community Mental Health Assistant
05.09G Community Mental Health Technician
05.10 Mental Retardation Technician
05.11 Occupational Therapy Aide
05.11A Occupational Therapy Assistant
05.11B Occupational Therapy Technician
05.12 Physical Therapy Assistant or Physical Therapy Aide
05.13 Rehabilitation Assistant
05.14 Orthopedic Assistant
05.15 Optometric Aide
05.16 Ophthalmic Assistant
05.17 Dental Hygienist
05.18 Dental Assistant or Dental Assisting Technologist
05.19 Medical Diagnostic Information Technician
05.19A Electroencephalography Technician
05.19B Respiratory Technician
05.19C X-Ray Technician
05.19D Cardiopulmonary Technologist
05.20 Laboratory Technologist
05.20A Medical Laboratory Technologist
05.20B Dental Laboratory Technologist
05.20C Cytotechnician
05.20D Histological Technician
05.21 Laboratory Assistant
05.21A Medical Laboratory Assistant
05.21B Certified Laboratory Assistant
05.22 Medical Technologist
05.23 Pharmacy Assistant or Pharmacy Aide
05.24 Dietetic Aide
05.24A Dietary Assistant
05.24B Dietary Technician
05.25 Dental Hygiene Technician
05.26 Orthopedic Technician
05.27 Prosthetics and Orthotics Technologist
05.28 Ophthalmic Dispensing Technologist
05.29 Medical Emergency Technician
05.30 Nuclear Medicine Technician
05.31 Medical Administrator
05.31A Hospital Supervisor
05.31B Medical Recreational Supervisor
05.31C Long-Term-Care Administrator
05.31D Nursing Home Administrator
05.31E Hospital Unit Manager
05.31F Health Care Manager
05.31G Health Facilities Manager
05.32 Medical and Dental Office Assistant
05.32A Administrative Medical Assistant
05.32B Medical Office Assistant
05.32C Dental Office Assistant
05.33 Medical Receptionist
05.34 Medical Records Technician
05.35 Hospital Ward Clerk
05.36 Medical Records Librarian

05.37 Medical Records Library Technologist
05.38 Environmental Health Technician
05.38A Environmental Health Assistant
05.38B Public Environmental Health Technician
05.39 Public Health Inspector

06.00 *Hotel, Motel, and Food Service* — concern for availability of well-managed hotels and motels and the provision of food services both commercially and institutionally.

06.01 Hotel-Motel Manager
06.01A Hotel, Motel, and Restaurant Manager
06.01B Hotel and Restaurant Manager
06.01C Hotel and Food Service Manager
06.02 Hotel Technician or Food and Lodging Technician
06.03 Food Service Manager or Hospitality: Food Service Manager
06.03A Food Service Supervisor
06.03B Food Service Administrator
06.03C Chef Manager
06.03D Hotel, Motel, and Restaurant Manager
06.03E Hotel and Food Service Manager
06.03F Institutional Food Service Supervisor
06.03G Professional Food Service: Management
06.03H Restaurant Operator
06.03I Business: Food Management
06.04 Food Management Technician
06.04A Food Service Technician
06.04B Food Technician
06.04C Food and Lodging Technician
06.04D Commercial Food Service Technician
06.04E Public Restaurants: Commercial Food Service Technician
06.04F Institutional Food Service Aide
06.05 Food Server
06.06 Food Distributor
06.07 Food Service: Culinary Arts
06.07A Baking Technician
06.07B Cooking Technician
06.07C Commercial Cook
06.07D Food Preparation Assistant

07.00 *Law Enforcement and Corrections* — primary considerations are maintenance of public order, protection of persons and property, and administration of emergency assistance.

07.01 Police Administrator
07.01A Police Manager
07.01B Police Science Administrator
07.01C Corrections Administrator
07.01D Public Administrator: Law Enforcement
07.02 Law Enforcement Officer
07.02A Law Enforcement: Probations Officer

07.02B Law Enforcer: Corrections/ Probations
07.02C Probations and Parole Officer
07.02D Law Enforcement: Local Police Agency
07.03 Policeman's Aide
07.03A Police and Safety Aide
07.03B Corrections Aide
07.03C Correctional Worker
07.03D Correctional Services Assistant
07.03E Law Enforcement Technician
07.03F Police Technician
07.04 Correctional Rehabilitation Worker
07.05 Juvenile Rehabilitation Aide
07.06 Crime Laboratory Technician

08.00 *Parks and Recreation* — focus on adequate recreational facilities and safe and constructive activities for people of all ages.
08.01 Recreation Supervisor or Recreation Manager
08.02 Recreation Program Leader or Recreation Leader
08.03 Activity Leader
08.04 Recreation Aide
08.04A Recreation Assistant
08.04B Recreation Technician
08.05 Recreation Service Aide
08.06 Recreation Teacher Aide
08.07 Recreation Therapy Technologist
08.08 Resort Manager
08.09 Tourist Server
08.10 Park Manager
08.11 Parks and Recreation Supervisor

09:00 *Social Work* — concern for the physical, social, and economic well-being of individuals as they function within the social settings of their families, neighborhoods, and communities.
09.01 Social Service Assistant
09.01A Social Worker Assistant
09.01B Social Service Aide
09.01C Social Service Technician
09.01D Community Service Technician
09.01E Community Aide
09.01F Human Services Aide
09.02 Neighborhood Worker
09.03 Youth Work Aide
09.04 Juvenile Rehabilitation Aide
09.05 Social Welfare Aide
09.06 Interview Aide
09.07 Casework Aide
09.08 Family Welfare Aide
09.09 Home Extension Aide
09.10 Community Aide: Homemaker
09.11 Home Health Aide
09.12 Coordinator of Volunteers
09.13 Urban Affairs Technologist
09.14 Public Assistance Technologist
09.15 Social Service Counseling Aide

Appendix III / Mailing List

PARTICIPATING TWO-YEAR-INSTITUTIONS

ALABAMA

Jefferson State Junior College
Birmingham 35215

ALASKA

University of Alaska
Anchorage Community College
Anchorage 99503

ARIZONA

Mesa Community College
Mesa 85201

Yavapi College
Prescott 86301

ARKANSAS

Phillips Community College
Helena 72342

Westark Junior College
Fort Smith 72901

CALIFORNIA

American River College
Sacramento 95841

Antelope Valley College
Lancaster 93534

Cabrillo College
Aptos 95003

Cerritos College
Norwalk 90650

Chaffey College
Alta Loma 91701

College of the Desert
Palm Desert 92260

Compton College
Compton 90221

De Anza College
Cupertino 95014

El Camino College
El Camino 90506

Gavilan College
Gilroy 95020

Golden West College
Huntington Beach 92646

Merritt College
Oakland 94609

Mt. San Antonio College
Walnut 91789

Orange Coast College
Costa Mesa 92626

Pasadena City College
Pasadena 91106

Riverside City College
Riverside 92506

San Bernardino Valley College
San Bernardino 92403

San Joaquin Delta College
Stockton 95294

West Valley College
Campbell 95008

CANADA

Niagara College of Applied Arts and Technology
Welland, Ontario

COLORADO

Colorado Mountain College
Glenwood Springs 81601

The Community College of Denver
Denver 80216

Metropolitan State College
Denver 80294

CONNECTICUT

Manchester Community College
Manchester 06040

Mattatuck Community College
Mattatuck
Waterbury 06702

Mitchell College
New London 06320

FLORIDA

Brevard Junior College
Cocoa 32922

Florida Junior College at Jacksonville
Jacksonville 32205

Lake City Junior College & Forest Ranger School
Lake City 32055

Miami-Dade Junior College
Miami 33156

Santa Fe Junior College
Gainesville 32601

St. Petersburg Junior College
St. Petersburg 33733

The Technical Education Center of Pinellas County
Clearwater 33515

GEORGIA

Abraham Baldwin Agriculture College
Tifton 31794

Columbus College
Columbus 31907

Dalton Junior College
Dalton 30720

Kennesaw Junior College
Marietta 30060

ILLINOIS

City Colleges of Chicago

- Amundsen Mayfair Campus
  Chicago 60630
- Crane Campus
  Chicago 60612
- Kennedy King Campus
  Chicago 60621
- Loop Campus
  Chicago 60601
- Olive Harvey Campus
  Chicago 60628
- Southwest College
  Chicago 60652
- Wright Campus
  Chicago 60634

College of Dupage
Glen Ellyn 60137

Illinois Community College
East Peoria 61611

John A. Logan
Herrin 62948

Malcolm X Community College
Chicago 60601

Sauk Valley College
Dixon 61021

Thornton Community College
Harvey 60426

Triton College
River Grove 60164

William Rainey Harper College
Palatine 60067

INDIANA

Indiana Vocational Technical College

- East Central Regional Institute
  Muncie 47305
- Mallory Technical Institute
  Indianapolis 46202
- Northwest Regional Institute
  Gary 46409
- St. Joseph Valley Regional Institute
  South Bend 46619
- Tippewa Regional Institute
  Lafayette 47904
- White River Valley Regional Institute
  Columbus 47201
- Whitewater Regional Institute
  Richmond 47374

Purdue University

- Fort Wayne Regional Campus
  Fort Wayne 46808

KANSAS

Donnelly College
Kansas City 66102

KENTUCKY

Morehead State University School of Applied Science and Technology
Morehead 40351

Richmond Community College of Eastern Kentucky University
Richmond 40475

University of Kentucky
Somerset Community College
Lexington 40506

MAINE

Westbrook Junior College
Portland 04103

MARYLAND

Allegany Community College
Cumberland 21502

Catonsville Community College
Catonsville 21228

Essex Community College
Essex 21221

Hagerstown Junior College
Hagerstown 21740

MASSACHUSETTS

Bristol Community College
Fall River 02720

Garland Junior College
Boston 02215

Greenfield Community College
Greenfield 01301

Mount Wachusett Community College
Gardner 01440

North Shore Community College
Beverly 01915

Quinsigamond Community College
Worcester 01605

MICHIGAN

Delta College
University Center 48710

Ferris State College
Big Rapids 49307

Flint Community Junior College
Flint 48503

Highland Park College
Highland Park 48203

Kalamazoo Valley Community College
Kalamazoo 49001

Macomb County Community College
Warren 48093

Oakland Community College
Bloomfield Hills 48013

MINNESOTA

Austin State Junior College
Austin 55912

Brainerd State Junior College
Brainerd 56401

Metropolitan State Junior College
Minneapolis 55403

Rochester State Junior College
Rochester 55901

St. Mary's Junior College
Minneapolis 55406

University of Minnesota Center of Urban & Regional Affairs
Minneapolis 55455

Willmar State Junior College
Willmar 56201

MISSOURI

Crowder College
Neosho 64850

Florissant Valley Community College
St. Louis 63135

Forest Park Community College
St. Louis 63110

Maple Woods Community College
Kansas City 64156

Meramec Community College
St. Louis 63122

Longview Community College
Lee's Summitt 64063

Penn Valley Community College
Kansas City 64111

MONTANA

Dawson College
Glendive 59330

NEVADA

Elko Community College
Elko 89801

NEW HAMPSHIRE

White Pines College
Chester 03036

NEW JERSEY

Atlantic Community College
Mays Landing 08330

Jersey City State College
Jersey City 17305

Middlesex County College
Edison 08817

Ocean County College
Toms River 08753

Union College
Cranford 07016

NEW MEXICO

Eastern New Mexico
Roswell Campus
Roswell 88201

NEW YORK

Albany Medical College
Albany 12208

Corning Community College
Corning 14830

Dutchess Community College
Poughkeepsie 12601

Erie Community College
Buffalo 14221

Fulton-Montgomery Community College
Johnstown 12095

Harriman College
Harriman 10926

Herkimer County Community College
Ilion 13557

Morrisville Agricultural and Technological College
Morrisville 13408

Nassau Community College
Garden City 11533

New York City Community College of Applied Arts and Sciences
Brooklyn 11201

Orange County Community College
Middletown 10940

Rockland Community College
Suffern 10901

Staten Island Community College
Staten Island 10301

Suffolk County Community College
Selden 11784

Sullivan County Community College
South Fallsburg 12779

Tompkins Cortland Community College
Groton 13073

Ulster County Community College
Kingston 12401

NORTH CAROLINA

Caldwell Technological Institute
Lenois 28645

Sandhills Community College
Southern Pines 28387

St. Mary's Junior College
Raleigh 27602

OHIO

Cuyahoga Community College
Cleveland 44115

Kettering College of Medical Arts
Kettering 45429

Lakeland Community College
Mentor 44060

Lorain County Community College
Elyria 44035

University of Toledo Community and Technological College
Toledo 44034

OKLAHOMA

Northern Oklahoma College
Tonkawa 74653

OREGON

Lane Community College
Eugene 97405

Mount Hood Community College
Gresham 97030

PENNSYLVANIA

Bucks County Community College
Newton 18940

Butler County Community College
Butler 16001

Community College of Allegheny County
Pittsburgh 15219

Community College of Delaware County
Media 19063

Community College of Philadelphia
Philadelphia 19107

Ellen Cushing Junior College
Bryn Mawr 19010

Gwynedd-Mercy College
Gwynedd Valley 19437

Harcum Junior College
Bryn Mawr 19010

Harrisburg Area Community College
Harrisburg 17110

Keystone Junior College
LaPlume 18440

Lehigh County Community College
Schnecksville 18078

Manor Junior College
Jenkintown 19046

Montgomery County Area Community College
Conshohocken 19428

Mount Aloysius Community College
Cresson 16630

Northampton County Area Community College
Bethlehem 18017

Penn Hall Junior College
Chambersburg 17201

The Pennsylvania State University
Commonwealth Campuses

Allentown Campus
Allentown 18102

Altoona Campus
Altoona 16001

Beaver Campus
Monaca 15061

Behrend Campus
Erie 16510

Berks Campus
Wyomissing 19610

Delaware Campus
Chester 19013

DuBois Campus
DuBois 15801

Fayette Campus
Uniontown 15401

Hazleton Campus
Hazleton 18201

McKeesport Campus
McKeesport 15132

Mont Alto Campus
Mont Alto 17237

New Kensington Campus
New Kensington 15068

Ogontz Campus
Abington 19001

Schuylkill Campus
Schuylkill Haven 17972

Shenango Valley Campus
Sharon 16146

Wilkes-Barre Campus
Wilkes-Barre 18708

Worthington-Scranton Campus
Dunmore 18512

York Campus
York 17403

Point Park College
Pittsburgh 15222

Temple University Community College and Technical Institute
Philadelphia 19122

Williamsport Area Community College
Williamsport 17701

York College of Pennsylvania
York 17405

RHODE ISLAND

Rhode Island Junior College
Providence 02908

SOUTH CAROLINA

Greenville Technical Education Center
Greenville 29606

TEXAS

San Antonio College
San Antonio 78212

School of Allied Health Professions
University of Texas
Austin 78712

Tarrant County Junior College
Fort Worth 76102

Texarkana College
Texarkana 75501

UTAH

Utah Technical College at Provo
Provo 84601

VERMONT

Vermont College
Montpelier 05602

WASHINGTON

Everett Junior College
Everett 98201

Spokane Community College
Spokane 99204

Walla Walla Community College
Walla Walla 99362

Walla Walla College
College Place 99324

Appendix IV

THE PENNSYLVANIA STATE UNIVERSITY
CENTER FOR THE STUDY OF HIGHER EDUCATION
101 RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Area Code 814
865-6346

February 24, 1971

Dear Colleague:

Last October, your college responded to a request from Martha Burns, Research Assistant, by sending a copy of your college bulletin or other descriptive materials of your human services programs to her. From these responses, she has completed a preliminary report showing the scope of two-year human services curricula offered at the cooperating schools. You will soon receive a copy of this preliminary report. Now we are engaged in the final phase of data-gathering relative to the production of a Handbook for Two-Year Human Services Curricula.

Will you please give the enclosed questionnaire(s) to the most appropriate person (program head, director, division dean, etc.) for completion and return to this office. These completed questionnaires will provide data that will be used to give valuable advice to two-year college administrators contemplating offering new human services programs. In addition, the Handbook will present an up-to-date picture of the status of human services curricula.

In return for your cooperation, your school will receive at least one complimentary copy of the Handbook.

Thank you for your help in this project.

Sincerely,

Theodore E. Kiffer

Theodore E. Kiffer, Ph.D.
Research Associate

TEK:blm
Enclosure

QUESTIONNAIRE FOR HUMAN SERVICES CURRICULA

COLLEGE _____

PROGRAM _____

I. Program Initiation

1 How long has the program been in operation? _____

2. What made your college decide to offer this program?

community pressure _____ faculty committee reports _____
student requests _____ manpower survey _____
AAJC recommendation _____
other _____, specify: _____
_____

3. Was an advisory committee appointed for the new program?

yes _____ no _____

4. Describe the membership distribution of the committee. Insert a numeral next to each appropriate classification.

administrative _____ faculty _____
students _____ local professional people _____
local business people _____

5. On what criteria were advisory committee members selected?

community influence _____ financial investment _____
professional interest _____
other _____, specify: _____
_____

6. How often does the advisory committee convene as a group?

once per week _____ annually _____
once per month _____ only upon request _____
bimonthly _____
other _____, specify: _____
_____

7. How long before students began attending classes in the program was the program director or head appointed?

six months _____
more than one year _____ three months or less _____
one year _____ nine months _____

8. Were you aware of any national organizational requirement that the program head be appointed at the indicated time?

yes _____ no _____

9. Were local agencies contacted prior to initiation of your program?

yes _____ no _____

10. Did local agencies directly contribute funds, facilities, or faculty to your program?
yes _____ no _____

11. If the previous answer is "yes," please name major contributing agencies (e.g. United Fund, Model Cities, professional groups, service clubs, etc.)
_____
_____

12. Did your program have contact with a professional organization dealing with accreditation prior to the initiation of your program?
yes _____ no _____

13. The first study of the need for this program was made by:
the college _____ a community agency _____
a civic group _____ local professional people _____
no one _____
other _____, specify: _____
_____

II. Implementation

1. How much capital did it take to initiate this program, taking into consideration additional: (supply the number most clearly approximating the cost)

_____ a) faculty
_____ b) administration
_____ c) space
_____ d) equipment
_____ e) recruitment of students

1) $ 5,000 or less
2) $ 5,000 to $ 7,000
3) $ 7,000 to $10,000
4) $10,000 to $15,000
5) $15,000 to $20,000
6) $20,000 to $30,000
7) $ over $30,000
8) no extra capital was expended—responsibilities were altered

2. Are any specified outside agencies granting funds for the operation of this program?
individual philanthropists ___ civic groups _____
foundations ___ ___ government (local___, state___,
national associations ___ or federal___)
none _____
other _____, specify: _____

3. How do salaries for faculty teaching in this human services program compare with salaries of faculty teaching in hard technologies and transfer programs within your college?
higher _____ lower _____ about the same _____

4. Are the facilities (especially the laboratories) used for this program shared by other programs offered by your college?
yes ___ no _____

5. Do the facilities used for any part of this program belong to another agency or institution?
   yes _____ no _____
   If yes, please specify: _____

6. Do any practicum courses utilize private clinical facilities?
   yes _____ no _____
   If yes, please specify: _____

7. Are the facilities currently being used adequate if not ideal for the academic preparation of students in this program?
   a) in terms of actual classroom space yes____ no____
   b) in terms of laboratory space and equipment yes____ no____
   c) in terms of office space & equipment for faculty yes____ no____

8. Are the facilities used in this program "temporary" facilities?
   yes _____ no _____
   If yes, please specify: _____

9. If temporary facilities are used, are permanent facilities planned?
   yes _____ no _____

10. Do off-campus temporary facilities offer any advantages to the students in this program?
    yes _____ no _____
    If yes, please explain briefly: _____

11. How were additional faculty members for this program located or recruited?
    local professional groups _____ public advertisement of need _____
    individual contacts within the community _____
    other _____ specify: _____

12. What were the criteria for faculty appointments? (check the one which weighed the most in the decision)
    experience "on the job" in the paraprofessional subject area _____
    an advanced degree (master's or doctorate) _____
    other _____ specify: _____

13. What is the average teaching load in contact hours of a faculty member for this program?
    6 - 9 hours _____ 10 - 12 hours _____
    13 - 15 hours _____ 16 - 18 hours _____
    19 - 20 hours _____

14. Who supervises off-campus student practicums?

college faculty members	_____	cooperatively	_____
		employees of agencies	_____

15. More precisely, do you ever appoint professionals (dentists, law enforcement officers, psychiatrists, etc.) as part-time faculty so that they can supervise practicums?

yes _____ no _____

If no, would such appointments be desirable in the future?

yes _____ no _____

16. What sort of relationships do you have with local agencies?

very congenial	_____	amicable but businesslike	_____
businesslike and sometimes tense	_____	superficial and somewhat cool	_____

17. Do most students enrolled in this program live within a 15-mile radius of your college?

yes _____ no _____

18. What percentage of the students currently enrolled in your program transferred into that program from another college or from another program in your college?

0 to 5%	_____	5% to 10%	_____
10 % to 20%	_____	20% to 30%	_____
more than 30%	_____		

19. What percentage of students currently enrolled in this program are recent high school graduates?

0 to 25%	_____	25% to 50%	_____
50% to 75%	_____	75% to 100%	_____

20. What percentage of your students are involved in this program for retraining (as opposed to initial training)?

0 to 5%	_____	5% to 10%	_____
10% to 25%	_____	25% to 50%	_____
50% to 75%	_____	75% to 100%	_____

21. What are the entrance requirements for admission to this program? (check *all* applicable answers)

a) a regular secondary school diploma _____
b) a GED (diploma) _____
c) submit scores from either the College Board or American College Testing Program Scores _____
d) a specified class rank in high school _____
e) submit recommendations from high school principal or guidance personnel _____
f) appear for a personal interview _____
g) complete specialized tests required by the department offering this program _____
h) submit to a medical examination _____
i) recommendation from practicing professional in field _____
j) submit to a medical-psychiatric examination _____

k) adults who are not high school graduates will be admitted if they are 18 years or older and give evidence of being able to benefit from this program _____
l) submit a transcript of his high school record _____
m) a minimum age limit of 16 _____
n) a minimum age limit of 18 _____
o) a maximum age limit of _____ years _____
p) other _____, specify: _____

22. Are classes for this program offered in:
the daytime exclusively _____ both _____
the evening exclusively _____

23. What percentage of the students currently enrolled in this program are also currently employed on a full-time basis?
0 to 5% _____ 5% to 10% _____
10% to 25% _____ 25% to 50% _____
50% to 75% _____ 75% to 100% _____

24. Are students in this program collectively different from students enrolled in technical or transfer programs? Are they altrustic? Are their motives something other than security and financial record?
yes _____ no _____
If yes, what qualities could you cite that make them different?

25. Since the inception of this program, has student enrollment in this program
increased _____ decreased _____ remained the same _____

26. Why are students generally attracted to this program?
the promise of economic rewards _____
altruistic attitudes _____
upward social mobility _____

other _____, please specify: _____

27. Are students in this program seemingly satisfied with their choice?
yes _____ no _____

III. Curriculum

1. Is there a practicum or "on-the-job" experience requirement in your program?
yes _____ no _____

2. If a practicum or on-the-job experience is required, what is the duration of that experience?
Please specify: _____

3. Do local agencies accept your students for their practical experience?
yes _____ no _____

4. Describe your curriculum. Is it

General Education Courses (the typical liberal arts subjects)	Skill Theory & Technique Courses (courses with applicability to an area of specialization — the critical coursework with emphasis on the specialized field, laboratory, practicum, or field experience — are included)
0% _____	0% _____
10% _____	10% _____
20% _____	20% _____
30% _____	30% _____
40% _____	40% _____
50% _____	50% _____
60% _____	60% _____
70% _____	70% _____
80% _____	80% _____
90% _____	90% _____
100% _____	100% _____

5. Is a core of liberal arts subjects required for all your students in this program as well as for those in college transfer and technical programs?
   yes _____ no _____

6. If a liberal arts core is required, are there elective options within that core?
   yes _____ no _____

IV. Accreditation

1. a. Is your program accredited?
      yes _____ no _____ not available _____
      If so, by whom? _____.
   b. If no, are you seeking accreditation?
      If so, from whom? _____
   c. When do you expect accreditation?
      within one year _____ more than one year _____

2. Must a graduate of your program be licensed or certified to practice in your state?
   yes _____ no _____ I don't know _____

3. Is there a civil service classification which would encompass the entry skills of a graduate of your program?
   yes _____ no _____ I don't know _____
   before civil service board at present _____

4. Are there state regulations regarding the requirements for use of the paraprofessional title by which a graduate of your program would be called? (e.g. ___ in N.J. the title "nurse" cannot be used except when discussing a graduate of an accredited R.N. or L.P.N. program)
   yes _____ no _____ I don't know _____

5. What degree is conferred on a graduate of your program?

Assoc. Arts	_____	Assoc. of Arts & Sciences	_____
Assoc. Sciences	_____	Certificate	_____
Diploma	_____	Assoc. of Arts & Sciences	_____

other _____, specify: _____

V. Placement

1. In general, are graduates of your program able to get employment in the local area?

yes _____ no _____

*no graduates to date _____

Please define your "local area"

_____

2. What percentage of the last graduating class is currently employed within a 15-mile radius of the college?

less than 10%	_____	10% to 25%	_____
25% to 50%	_____	50% to 75%.	_____
75% to 100%	_____		

* If no graduates to date, do not attempt to answer Items 2 through 11.

3. What percentage of your graduates has been hired by the agency with whom they served their practicum experience?

less than 10%	_____	10% to 25%	_____
25% to 50%	_____	50% to 75%	_____
75% to 100%	_____		

4. Have cooperating agencies helped graduates find positions elsewhere?

yes _____ no _____

5. Does your placement office help students find positions anywhere or are you committed to placing students in your service area?

anywhere _____ locally _____

6. Are job entry titles for graduates of this program

consistent (the same for 9 out of 10) _____
diversified (different for 9 out of 10) _____
varied (the same for 5 out of 10) _____

7. Are your graduates able to adapt to different titles and positions?

with ease _____ with some difficulty _____

8. How are entry positions most frequently located by graduates?

through employers' contacts with the college placement service _____
through a student's applying for positions listed in the newspaper _____
through contacts made during practicum experience _____
other _____, please specify: _____

_____

9. Are promotional opportunities afforded your graduates more rapidly than for those without training?
   yes _____ no _____ occasionally _____
   promotion is not based as much on training (or no training) but rather on proficiency _____

10. Are opportunities for job advancement clear-cut in terms of title, salary, and benefits?
    yes _____ no _____

11. Please describe the most satisfactory position (salary, advancement, responsibility) located for one of your students.
    _____
    _____
    _____

12. What salary could a graduate of your program realistically expect to receive in his entry position?

less than $5,000	_____	$5,000 to $6,000	_____
$6,000 to $7,000	_____	$7,000 to $8,000	_____
$8,000 to $9,000	_____	$9,000 or more	_____

VI. General Information

1. Has your college ever started or planned a new human services program and then discontinued the program?
   yes _____ no _____
   If yes, name program: _____

2. If yes, indicate any pertinent factors.
   a) lack of students _____
   b) lack of suitable entry positions _____
   c) shortage of qualified faculty _____
   d) too costly relative to output _____
   e) other _____, specify: _____

3. What general advice could you give to a two-year community/junior college, contemplating initiation of a new program?
   Please be as specific as possible.
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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